



2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Jean Massieu Foundation** CDN or Vendor ID **057819** ESC # **10** Campus # **01** DUNS # **098638963**

Address **823 N. Center** City **Arlington** ZIP **76011** Phone **8174600396**

Primary Contact **Monica Fox** Email **mfox@jmaisd.org**

Secondary Contact **Lissa Lloyd** Email **llloyd@jmaisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Monica Fox** Signature **Monica Fox** Date **03/05/2018**

Grant Writer Name **Lissa Lloyd** Signature **Lissa Lloyd** Date **03/05/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-035

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
More administrative support with growth and expansion to ensure quality of instruction	Retain and train highly qualified teachers to continue to support high quality instruction for student achievement.
Leadership effectiveness to ensure continual school improvement	Recruiting and retaining effective educators to lead the instructional staff at Jean Massieu Academy.
Educator retention of highly qualified staff to support high quality instruction	Recruiting teacher leaders and assistant principals to support the current administration as our enrollment grows to ensure that we have quality administrative staff to support the instructional staff with student achievement.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of this Principal Preparation Program would be by the end of the 2019-2020 school year, Jean Massieu Academy will have two additional certified principals that will work with the current administration team to support and improve student achievement at all grade levels (pre-k-12th) with clear goals, targets and strategies. These additional leaders will support our school vision of continual school improvement, continual growth and positive student achievement outcomes at all grade levels. This goal will be achieved by training, coaching and allowing the opportunity of already highly qualified master teachers within our district, to enter into a principal preparation program through the University of Texas at Arlington, to obtain their masters degree in leadership and administration that will work collaboratively with our school.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

The residents of the principal preparation program progress will be measured in the first quarter benchmark by their official IHE evaluation by the UTA program evaluator. They will also be evaluated by the current campus principal using the T-PSS appraisals and rubric. Additionally the residents will submit self-assessments regarding the principal standards for the State of Texas and set goals for themselves. They will participate in a minimum of two feedback conferences with the campus principal during this first quarter. All these evaluations must be positive to continue in the program and must obtain and meet minimum requirements according to stay UTA's Masters of Education with principal certification program.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The residents of the principal preparation program progress will be measured in the 2nd quarter benchmark by their official IHE evaluation by the UTA program evaluator. They will also be evaluated by the current campus principal using the T-PESS appraisals and rubric for a 2nd time. They will participate in a minimum of two feedback conferences with the campus principal during this 2nd quarter. All these evaluations must be positive to continue in the program and must obtain and meet minimum requirements according to stay UTA's Masters of Education with principal certification program.

Third-Quarter Benchmark:

The residents of the principal preparation program progress will be measured in the 3rd quarter benchmark by their official IHE evaluation by the UTA program evaluator. The residents will also be evaluated by the current campus principal using the T-PESS appraisals and rubric for a 3rd time. They will participate in a minimum of two feedback conferences with the campus principal during this 3rd quarter. All these evaluations must be positive to continue in the program and must complete all the requirements according to UTA's Masters of Education with principal certification program and successfully pass principal examination for the state of Texas.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The current Jean Massieu Academy Administrative staff will evaluate the program on an ongoing basis. We will use feedback from the UTA evaluators and the partnership we will develop with them to improve upon our program in each quarter of the program evaluation. We will use our own data as well through our coaching sessions and conferences with the residents which will include observation and feedback data from teachers and staff, parents and other stakeholders of our school. With this data we will determine the areas of leadership that need readjusting or more support and this will be analyzed on a weekly basis by our mentor principal. If we feel there is a need for more support for the residents after reviewing our data collected on the residents' progress we will increase our coaching sessions for the them as well as increase their professional development opportunities that are specific to leadership and administration tasks. We will increase the opportunities for "shadowing" other experienced administrators and increase the opportunities for the residents to conference with their mentor principal. In order to achieve sustainability it is important for the principal residents continue to support the Jean Massieu Academy's vision and mission which is in alignment with the program SMART goal. The principal mentor will work with principal residents at establishing workable and sustainable projects and initiatives that support the mission and vision of the school which also supports the program SMART goal.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Beginning 2018-2019 school year Jean Massieu Academy's current administrators will provide rigorous clinical learning opportunities for the residents participating in this principal preparation program in conjunction with their Institution of Higher Education and their specific program requirements. The residents will have set days on campus that they will be collaboratively working with the teaching staff and other stakeholders to complete administrative tasks within the school setting. A minimum of two days a week they will be working on specific administrative tasks such as leading Professional Learning Communities (PLC's) for math, reading and writing; sharing researched based instructional practices and helping to facilitate data driven instruction for the instructional staff. Additionally, these residents will be assisting with benchmark analysis of authentic data collected every quarter from grades 1-12th. . They will assist the current administration and stakeholders at disaggregating the data to share with the staff to improve instructional practices during department team meetings and PLC's.

In addition to their coursework required by their IHE (University of Texas at Arlington), the residents will be trained on campus using the five Principal Standards and indicators from TEA as a framework to guide their additional clinical learning opportunities and how the seven Critical Success Factors fit into the framework in improving student achievement. Each principal standard will be a focus for a 6-9 week period with a summative of all standards in the last few weeks of their clinical experience. The mentor principal will be providing opportunities for the residents to assist and lead activities based around these standards and the CSF's. Some activities they will lead with the mentor principal will be:

Standard I: Instructional Leadership-The principal is responsible for ensuring every student receives high-quality instruction. CFS 2, CFS 1, CFS4, CFS4

1. The residents will assist teachers in creating academic goals for each student and meeting with the current administration staff on a regular basis to provide feedback and reviewing data that supports the academic goals.
2. The residents will also provide feedback and information to the administrative staff regarding the PLC meetings to discuss the focus and goals of the learning communities.

Standard II: Human Capital –The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school. CFS3, CFS7

1. The residents will work with and mentor new teachers with data driven instruction using multiple forms of data.
2. The residents will assist at viewing and assisting at creating lesson plans with inexperienced teachers that align with the state standards, coaching and modeling best instructional practices using T-TESS rubrics with the guidance of the mentor principal.
3. Assist teachers in creating academic goals for each student and meeting with the current administration staff on a regular basis to provide feedback.

Standard III: Executive Leadership-The principal models personal responsibility and a relentless focus on improving student outcomes. CFS1, CFS6

1. The residents will work with the administrative staff at creating professional developments throughout the school year that focus on teacher goal setting, educator code of ethics and T-TESS training.
2. The residents will participate in coaching activities for assigned teachers and provide observable notes to administrative staff based on T-TESS expectations.

Standard IV: School Culture-The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff. CFS5, CFS6, CFS1

1. The residents through the course of their onsite clinical practice will plan develop and implement a minimum of one family / community engagement project.
 2. The residents will assist with the school enrollment process and the open enrollment process during the school year.
- Standard V: Strategic Operations-The Principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction. CFS1, CFS6,CFS4

1. The residents will assist the current administrative staff in budget planning, developing and creating the budget for the next school year.
2. The residents will create schedules for grades 5-12th and work with the secondary to get input o the schedules.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Jean Massieu Academy will be recruiting principal preparation applicants based on the following criteria and recruitment: years of teaching experience, T-TESS formal appraisals, prior leadership experience, student achievement success with measurable data, at least completion of three years experience within our school district. Selections will be made from the following specific measures:

Principal Prep. Candidates will need to have a minimum of 3 years teaching experience with successful teaching appraisals. Principal Prep. Candidates will need to demonstrate above Proficient in over 50% of their state teacher standards based on the T-TESS rubric on their last two formal T-TESS appraisals.

Principal Prep. Candidates will have at least 1 year experience in a leadership role on their campus or have participated in leadership initiatives on their campuses and show evidence of success in those roles and initiatives.

Principal Prep. Candidates will have demonstrated student achievement success on state assessments, standardized testing, classroom data, informal and other formal assessments and an increase in student progress.

Principal Prep. Candidates must have a minimum of three years experience at Jean Massieu Academy and commit to working an additional year after they have completed their principal prep. program. Principal Prep. Candidates must have a minimum of 3 years teaching experience with diverse learners and populations.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The Institution of Higher Education that Jean Massieu Academy would like to use would be the University of Texas at Arlington. The UTA is in close proximity to our district and we have worked with UTA with other projects and other teachers have gone through their educational programs. Their level of rigor and conceptual framework of their program design for leadership students is aligned with the state standards for educators and principals in addition to national standards. See attached documents to this application for program outlines, program requirements, textbook information, specific course information.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Jean Massieu Academy would prefer to use the University of Texas at Arlington for the residents to use as their coursework to obtain their Masters degree with Principal certificate. Please see attached documents for more information regarding their program and program design.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. 6100 - Payroll costs (Salary stipend for resident candidates)	20,000
2. 6100- Payroll costs (Principal mentor stipend)	2,000
3. 6400- other operating costs (Required Summer Institute accommodation cost)	2,000
4. 6400 - other operating costs (Required Summer Institute travel cost)	500
5. 6400-other operating costs (Required Summer Institute food cost)	405
6. 6400 - other operating costs (Principal certification exams)	262
7. 6300- supplies and materials (Curriculum for residents for professional development)	833
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Total grant award requested

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Graduate Advising

In this section:

Master of Education, Principal Certification

Total hours: 30

Core Courses (12 credit hours)

EDAD 5322 Educational Research and Evaluation

EDAD 5360 Leadership Theory

EDAD 5380 Diversity and Equity in Education

EDAD 5399 Capstone Practicum

Principal Certificate Emphasis Courses (18 credit hours)

EDAD 5305 Curriculum Design, Implementation, and Evaluation

EDAD 5330 Leadership in the Instructional Setting

EDAD 5381 Political & Legal Aspects of Education

EDAD 5383 The Principalship

EDAD 5384 Resource Management in Education

EDAD 5389 Administrative Practicum

Transfer Coursework

- Transfers are not accepted for EDAD 5360, 5381, 5383, 5384, 5330 or for Internships.
- No more than 9 credit hours may be transferred.
- Courses must be equivalent to a course in the program, be 5 years old or less and show a grade of 'B' or better.
- All transfer hours must be approved by the program director and the Office of Graduate Studies.

Certification Requirements

The following requirements must be met to be approved for principal certification.

- Holds or has held a standard teacher certificate.
- Has had a minimum of two creditable years of classroom teaching experience. A teacher service record must sent from the school district directly to the director of certification via US Postal Service. Creditable years is defined as having been completed in an accredited school district. Out of state internship may qualify provided it was done within a school accredited by that state.
- Holds a Master's degree. The degree must be conferred, which can take several weeks after graduation.
- Has completed an approved administrative internship.
- Has completed an approved program designed for meeting the certification requirements. All coursework must be completed and grades must be posted.
- Has passed the TExES Standard Principal Certificate Exam (limit of four retakes).

TEExES Exam

Candidates are approved to take the TExES Principal Exam (limit of four retakes)

- After passing grades have been posted for EDAD 5360, 5381, 5383, 5384 and 5330, or if they are currently enrolled in or have successfully completed EDAD 5399

AND

- If they have scored 80% on the Principal Practice Test.

Certification

Candidates must pass all appropriate state exams (limit of four retests) and apply for appropriate state certification(s) with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student/clinical teaching or practicum program. If a candidate allows the six month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with faculty.

All students, including those enrolled in the Educational Leadership and Policy Studies master's program, must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs.

We do not recommend students for probationary certificates.

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Department of Educational Leadership and Policy Studies

College of Education
PARTNERS for the
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EDAD 5322 Educational Research and Evaluation



Fall 2010

Instructor Information:

Instructor: Barbara Tobolowsky, Ph.D.
Office: 103 G Trimble Hall
E-Mail: tobolow@uta.edu

Phone: 817 272-7269
Fax:
Mailbox:

Office Hrs:

Course Information:

Course Title: Educational Research and Evaluation
Course Number: EDAD 5322
Semester: Fall 2010
Course Location and Time: UTA Blackboard

Textbook(s) and Materials:

Required:

Glanz, J. (2003). Action research: An educational leader's guide to school improvement. 2nd Edition
Norwood, MA: Christopher-Gordon Publishers, Inc.

Can be ordered online at the UTA bookstore: <http://www.uta.edu/bookstore>.

Catalog Description

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. Topics include familiarization with educational journals, associations, funding agencies, accreditation procedures, program evaluation, sampling procedures, data collection, and statistical analyses.

Learning Outcomes:

- The course is an introduction to formal research and evaluation. The knowledge and skills acquired from this course should be applicable to all professional educators as they continue their professional careers and continue to be engaged in life-long learning. In addition to learning the vocabulary associated with research and evaluation, the course will focus on learning how to think like a researcher and evaluator and on learning how researchers and evaluators think.
- Since this course is an introduction, we will not have an opportunity to explore all of these topics in great detail. As you learn about research and evaluation, you will realize that the more you know, the more

there is to know. The focus of the course will be on practical applications of research and evaluation and on understanding research and evaluation at a common sense level.

- This course will focus more on design rather than on statistical analysis. Students will have the opportunity to think through the processes of research and evaluation during the course. Therefore, to maximize the learning opportunity, students should choose wisely the subject of their topics to research and evaluate so the specific needs and interests of their own instructional and educational setting or their own professional goals will be enhanced

Course Requirements/Assignments:

Interactive Exercises and Summaries:

In traditional classrooms, students are expected to participate in class discussions. Since this course is being conducted via the Internet, students are required to post comments to questions posed within the lessons and to write summaries at the end of each lesson. Students are allowed to read other responses before they submit their own response. Students who post the first few comments may go back to read other postings and then resubmit a posting if they wish.

Review of three professional associations using the Internet:

Student will select three professional educational associations to analyze and evaluate. One association should be in your subject content area. Identify as many of the following items as possible: title, affiliations, history, membership, purpose, sponsored publications, number of meetings / conventions, leadership, organizational structure / linkage, presentation proposal submission requirements, etc. Prepare a two to three page double-spaced report that includes why the associations were selected for review and compares / contrasts the associations. It should also include an evaluation of the association from a researcher's and from a practitioner's perspective.

Review of three professional journals using the Internet:

Students will select three professional educational journals to analyze and evaluate. One journal should be in your subject content area. Try to identify as many of the following items as possible: title, associations / affiliations / publishers, times published, rates, history of journal, purpose of journal, number of subscribers, types of articles, submission information, writing style required, etc. Students should analyze the types of articles published by each journal by reviewing issues for either the past four years or past four decades (one issue per decade). Prepare a two to three page double-spaced report that includes why this particular journal was selected for review and compares / contrasts the journals. It should also include what article publication themes or trends that appear in the journals for the years selected. It should also include an evaluation of the journal from a researcher's and from a practitioner's perspective.

Research based recommendation report:

Students will write a three-four page research based recommendation report. The recommendation should focus on an issue relevant to their school or classroom setting. Students must extensively use two research articles as a basis for their recommendation. The report must take into consideration an analysis of the research questions, the sample population, the measurement devices, the type of statistical analysis, and the results of the articles as it relates to the topic being investigated for the recommendation report. The report must identify strengths and/or weaknesses in the articles that will be taken into consideration in the recommendation. This report can serve as the basis upon which the program evaluation report can be built.

Program evaluation report:

Students will prepare a four-page program evaluation report of a topic of their choosing. The report will describe the program and identify the aspect of the program that will be evaluated. The methodology for conducting the evaluation, the types of data collected and from whom they will be collected will follow in the report. Findings from the evaluation and recommendations will conclude the report.

Qualitative research report:

Students will prepare a four-page qualitative research report on a topic of their choosing. The report will describe and explain an aspect of their professional "reality" that includes an analysis that leads to the discovery of one or more themes, patterns, key events, or other constructs. The report must reflect sensitivity to the readers' needs, sound research methods, and a thoroughness of data collection and analysis. The report must be connected to literature using at least two references.

Quantitative research report:

Students will prepare a four page quantitative action research report. The report may be based on hypothetical data but should follow the proper protocol for conducting action research. The topic must be related to a field-based issue, must contain a "realistic sampling procedure" for an identified population, give examples from instruments used in data collection, and the literature review must contain at least two actual sources. The report must be similar in format to a professional educational journal article.

Final Exam:

The final exam will cover information from the textbook, class discussion and notes.

Grade Calculations:

Grading in the course will be based on a 100 point scale, with the maximum point value for each grading component indicated above. The instructor will assign grades based on the following distribution: 100-90 A; 89-80 B; 79-70 C; 69-60 D; 59 and below F.

The eleven Interactive Exercises / Summaries count for 33% of the final grade. (3 points each)

The six assignments count for 60% of the final grade. (10 points each)

The final examination counts for 7% of the final grade. (7 points)

Topic and assignment schedule

The lesson / assignment schedule for Fall 2010 semester is as follows:

Week	Dates	Lesson	Title	Assignment (due Sunday by 11:59 p.m. Central Time)
Week 0	Aug 26-29	Syllabus	Introduction to the Instructor	Interactive Exercise (IE) - Introduction
Week 1	Aug 30-Sept 5	Syllabus	Syllabus and Assignment Explanations	IE - Syllabus Response
Week 2	Aug 30- Sept 5	1	Getting Into the Proper Mindset	IE &/or Summary response
Week 3	Sept 6-12	2	Knowing the Difference Between Quantitative and Qualitative Beliefs and Methodologies	IE &/or Summary response Association Report
Week 4	Sept 13-19	3	Getting Started in Research	IE &/or Summary response
Week 5	Sept 20-26			Journal Report
Week 6	Sept 27-Oct 3	4	Getting Started in Evaluation	IE &/or Summary response
Week 7	Oct 4-10			Recommendation Report
Week 8	Oct 11-17	5	Qualitative Research	IE &/or Summary response
Week 9	Oct 18-24	6	Qualitative Evaluation	IE &/or Summary response
Week 10	Oct 25-31			Qualitative Research Report

Week 11	Nov 1-7	7	Quantitative Research	IE &/or Summary response
Week 12	Nov 8-14	8	Quantitative Evaluation	IE &/or Summary response
Week 13	Nov 15-21			Program Evaluation Report
Week 14	Nov 22-28	9	Summary	IE &/or Summary response
Week 15	Nov 29- Dec 5			Quantitative Research Report
Week 16	Dec 6-10			No assignment
Final	Dec 11-13			Final Exam

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

National Standards:

- ELCC2001-1 STANDARD: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- ELCC2001-2 STANDARD: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- ELCC2001-3 STANDARD: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- ELCC 2001-4 STANDARD: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- ELCC 2001-5 STANDARD: The Moral Dilemma. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- ELCC 2001-6 STANDARD: The Politics of Administrative Leadership. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context

State Domains and Competencies:

TX-TEXES- COMP.1	<p>DOMAIN: I) SCHOOL COMMUNITY LEADERSHIP* (*School Community includes students, staff, parents/caregivers, and community members.)</p> <p>COMPETENCY: 001) The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>COMPETENCY: 002) The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success</p> <p>COMPETENCY: 003) The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>
TX-TEXES- Comp. 2	<p>DOMAIN: II) INSTRUCTIONAL LEADERSHIP</p> <p>COMPETENCY: 004) The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning: ensure alignment of curriculum, instruction, resources, and assessment: and promote the use of varied assessments to measure student performance.</p> <p>COMPETENCY: 005) The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p> <p>COMPETENCY: 006) The principal knows how to implement a staff evaluation and development to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.</p> <p>COMPETENCY: 007) The principal knows how to apply organization decision-making, and problem-solving skills to ensure an effective learning environment.</p>
TX- TEXAS- Comp. 3	<p>COMPETENCY: 008) The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p> <p>COMPETENCY: 009) The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>

Probationary Certification. <http://www.uta.edu/coed/educleadership/probationary.php>

A student must be currently enrolled and maintain continuous enrollment in the College of Education and UT Arlington while on a probationary certificate or to receive a probationary certificate extension. Example: You obtain your probationary certificate your last semester of your program. As required by TEA, you must continue to enroll in the internship while on a probationary certificate. **Reminder:** students must pass the Principal TExES and apply for state certification with the State Board of Educator Certification/Texas Education Agency within six months of the completion of their program. If a student allows the six months period to go by without passing the Principal TExES and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Director in consultation with the faculty.

Adds and Drop Policy:

Adds and drops may be made during late registration through MyMav. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the

summer session calendar. A student may not add a course after the end of late registration.

- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Dishonesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You will be responsible to check your UTA email on a regular basis. The instructor will not be responsible for information you miss that is sent by UTA email.

(../index.php)

About

See attached info. about
UTA's Leadership program
for Principal Candidates

In this section:

Accreditations

The University of Texas at Arlington

Commission on Colleges of the Southern Association of Colleges and Schools (<http://www.uta.edu/uta/accreditation>)

College of Education

National Council for the Accreditation of Teacher Education (<http://www.ncate.org/>) (NCATE/CAEP) is recognized by the U.S. Department of Education and numerous national organizations as the accrediting body for universities that prepare teachers and other professional personnel for work in P-12 schools. NCATE ensures that accredited institutions hold high standards and produce competent, caring, and highly qualified educators and administrators who have proven they can support the learning of all students.

Texas Education Agency (<http://www.tea.state.tx.us/>) (TEA) provides leadership, guidance, and resources to help schools meet the educational needs of all students. TEA also provides support for and oversight of Texas Educator Preparation Programs.



History Revisited

The College of Education has been preparing educators and serving local schools since 1963. It was first established within the College of Liberal Arts as the "Teacher Education Section" of the Department of Psychology.

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licensure with their home state education agency to determine if completion of the Master's Degree in Educational Leadership and Policy Studies at UTA will lead to licensure in their home state.

Accreditation Information

NCATE Our College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is recognized by the U.S. Department of Education and numerous national organizations as the accrediting body for universities that prepare teachers and other professional personnel for work in P-12 schools. NCATE ensures that accredited institutions hold high standards and produce competent, caring, and highly qualified educators and administrators who have proven they can support the learning of all students.

To find out more, contact an enrollment specialist at 866-489-2810.

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“The program was excellent...I would recommend it to anybody.”

Edward Woolcock

UTA 2012 Master of Education in Educational Leadership & Policy Studies Graduate

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TAKE THE NEXT STEP

SOCIAL/CULTURAL STUDIES 3300+**Professional Courses**

Courses to be completed in the first year of the COEd program sequence:

Required Fall courses

EDML 4300	PRE-ADOLESCENT/ADOLESCENT GROWTH AND DEVELOPMENT	3
EDML 4350	NATURE & CURRICULUM NEEDS OF THE YOUNG ADOLESCENT LEARNER	3

Required Spring courses

EDML 4370	SOCIAL STUDIES & DIVERSITY IN THE MIDDLE LEVEL GRADES	3
BEEP 4384	LITERACY METHODS FOR ESL/BILINGUAL CLASSROOMS	3

Additional first year course (offered Fall, Spring, Summer)

This course may be taken in any semester of the first year.

LIST 4343	CONTENT AREA READING AND WRITING	3
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Field Experience Semester -

Courses to be completed in the second year of the COEd Middle-Level Program:

Fall Field-Based Courses -

EDML 4371	SCIENCE IN THE MIDDLE LEVEL GRADES	3
EDML 4372	MATHEMATICS IN THE MIDDLE LEVEL GRADES	3
LIST 4378	TEACHING READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES	3
EDML 4676	MIDDLE LEVEL FIELD-BASED EXPERIENCE (all day Monday - Thursday)	6

Spring Field-Based Experience -

EDML 4677	MIDDLE LEVEL CLINICAL TEACHING	6
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Total Hours

120

¹ One Texas History may be taken in place of one US History: HIST 3363 TEXAS TO 1850 or HIST 3364 TEXAS SINCE 1845.

Educational Leadership and Policy Studies

Undergraduate Degrees

- Leadership Minor (p. 263)
- Leadership Certificate (p. 263)

Graduate Degrees

- Master of Education in Educational Leadership and Policy Studies, with Principal Certificate Courses (p. 256)
- Master of Education in Educational Leadership and Policy Studies, with Higher Education Administration Emphasis (p. 256)
- BA-PhD track in Educational Leadership and Policy Studies with Higher Education Emphasis (p. 256)
- Doctor of Philosophy (Ph.D.) in Educational Leadership and Policy Studies (p. 256)

Certificates

- Principal Certificate (p. 256)
- Superintendent Certificate (p. 256)

Educational Leadership & Policy Studies - Graduate Programs

Programs

The Department of Educational Leadership and Policy Studies offers the Master of Education (M.Ed.) in Educational Leadership and Policy Studies. In addition to core courses in K-16 educational leadership and policy, two distinct emphases are available: Principal Certificate Courses and Higher Education Administration Emphasis. Students build upon their existing expertise with progressive skills that can increase student achievement, improve teacher performance, and increase organizational effectiveness of schools and higher education institutions.

For those with a master's degree, the Department offers certification preparation courses for candidates seeking a Principal Certificate or a Superintendent Certificate. The Department also offers the Ph.D. in Educational Leadership and Policy Studies and a BA-PhD in Educational Leadership and Policy Studies with Higher Education Emphasis.

Students accepted in the M.Ed. with Higher Education Administration Emphasis can elect, with program approval, to pursue the integrated BA-PhD track which allows students to start doctoral work earlier and transfer into the PhD program upon completion of 30 SCH and after two evaluations of their academic progress.

Out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a certification preparation program at UTA will lead to certification in their state.

Degrees and Certifications

Graduate work in Educational Leadership and Policy Studies at UTA may lead to the following degrees and certifications:

DEGREES

- Master of Education (M.Ed.) in Educational Leadership and Policy Studies (offered through on-campus and Accelerated Online programs)
- BA-PhD track in Educational Leadership and Policy Studies with Higher Education Emphasis
- Doctor of Philosophy (Ph.D.) in Educational Leadership and Policy Studies

EDUCATOR PREPARATION PROGRAMS

- Principal (offered through on-campus and Accelerated Online programs)
- Superintendent (offered online through an Accelerated Online program)

Admissions Requirements - Master's Degree Program

All students, including those enrolled in the Educational Leadership and Policy Studies master's program, must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs. Per §227.10, the minimum overall grade point average is 2.5 or at least 2.5 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average requirement should consult with the Educational Leadership and Policy Studies graduate advisor to determine if there are extenuating circumstances by which they might be admitted. Please note that out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a program at UTA will lead to certification in their state.

Students accepted in the M.Ed. with Higher Education Administration Emphasis can elect an integrated BA-PhD track which allows students to start doctoral work earlier and transfer into the PhD program upon completion of 30 SCH and after two evaluations of their academic progress and aptitude for doctoral level study.

Please see other departmental requirements listed below.

UNCONDITIONAL ADMISSION

Applicants are typically offered unconditional admission if they submit documents required for TEA reporting and meet the first criterion plus either the second or the third criterion:

1. An undergraduate grade point average (GPA) of 3.2 or higher on a 4.0 scale, as calculated by the Graduate School or a graduate GPA of 3.5 or higher on a 4.0 scale on 12 or more hours as calculated by the Graduate School may be used in lieu of the undergraduate GPA.
2. A minimum of two of the following three Graduate Record Examination (GRE) scores: (1) verbal minimum score of 153, (2) quantitative score of 144, (3) written analytical minimum score of 3.5. For exams taken before August 1, 2011, a minimum of two of the three scores are required: (1) verbal minimum score of 500, (2) quantitative minimum score of 500, (3) written analytical minimum score of 3.5.
3. Three letters of reference on file, completed by three persons who can assess the applicant's aptitude, academic skills, and abilities needed for success in the Educational Leadership and Policy Studies master's program.

PROBATIONARY ADMISSION

Applicants are typically offered probationary admission if they submit documents required for TEA reporting and meet the first criterion plus either the second or the third criterion:

1. An undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale, as calculated by the Graduate School or a graduate GPA of 3.3 or higher on a 4.0 scale on 12 or more hours as calculated by the Graduate School may be used in lieu of the undergraduate GPA.
2. A minimum of two of the following three Graduate Record Examination (GRE) scores: (1) verbal minimum score of 146, (2) quantitative score of 140, (3) written analytical minimum score of 3.0. For exams taken before August 1, 2011, a minimum of two of the three scores are required: (1) verbal minimum score of 400, (2) quantitative minimum score of 400, (3) written analytical minimum score of 3.0.
3. Three letters of reference on file, completed by three persons who can assess the applicant's aptitude, academic skills, and abilities needed for success in the Educational Leadership and Policy Studies master's program.

Terms of Probation upon Acceptance: All students admitted under probation status will be required to earn a 3.5 GPA during the first 12 hours of graduate coursework in the program.

PROVISIONAL ADMISSION

An applicant unable to supply all required documentation prior to the admissions deadline, but whom otherwise appears to meet admissions requirements may be granted provisional admission.

DEFERRED ADMISSION

An applicant's admission may be deferred when a file is not complete or when denying admission is not appropriate.

DENIED ADMISSION

An applicant may be denied admission if the conditions for unconditional and probationary admission have not been met.

In addition, if a student has been suspended or expelled from the University of Texas at Arlington or any other university or program for reasons other than academic reasons, that student may be denied admission or readmission to an educator preparation program in the College of Education.

Master's Degree Programs**MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES, WITH PRINCIPAL CERTIFICATE COURSES****Core Courses**

EDAD 5322	EDUCATIONAL RESEARCH AND EVALUATION	3
EDAD 5360	LEADERSHIP THEORY	3
EDAD 5380	DIVERSITY AND EQUITY IN EDUCATION	3
EDAD 5399	CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES	3

Principal Certificate Courses

EDAD 5350	AMERICAN COLLEGE STUDENT	3
EDAD 5330	LEADERSHIP IN THE INSTRUCTIONAL SETTING	3
EDAD 5381	GOVERNANCE, POLITICAL AND LEGAL ASPECTS OF EDUCATION	3
EDAD 5383	THE PRINCIPALSHIP	3
EDAD 5384	RESOURCE MANAGEMENT IN EDUCATION	3
EDAD 5389	ADMINISTRATIVE PRACTICUM	3

	Total Hours	30
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MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES, WITH HIGHER EDUCATION ADMINISTRATION EMPHASIS**Core Courses**

EDAD 5322	EDUCATIONAL RESEARCH AND EVALUATION	3
EDAD 5360	LEADERSHIP THEORY	3
EDAD 5380	DIVERSITY AND EQUITY IN EDUCATION	3
EDAD 5399	CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES	3

Higher Education Emphasis Courses

EDAD 5350	AMERICAN COLLEGE STUDENT	3
EDAD 5351	HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS	3
EDAD 5352	HIGHER EDUCATION LAW	3
EDAD 5354	THE AMERICAN COMMUNITY COLLEGE	3
EDAD 5356	HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION	3
EDAD 5357	HIGHER EDUCATION TRENDS AND ISSUES	3

	Total Hours	30
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Coursework and Degree Completion Requirements

The Department of Educational Leadership and Policy Studies offers two routes to earn the Master of Education in Educational Administration (M.Ed.) and Principal Certification: the self-paced program, and several cohort programs (i.e., groups of candidates following the same sequence of courses). The Department also offers courses for candidates seeking Superintendent Certification.

COURSEWORK AND COMPLETION REQUIREMENTS

- Coursework that is more than six years old at the time of graduation or teacher/administrator certification program completion cannot be used toward meeting the requirements for a master's degree or graduate-level certification.
- Master's degree and graduate level certificate programs must be completed within six years (time in military service excluded) from initial registration in the Office of Graduate Studies.
- Appropriate state exams and application to the State Board for Educator Certification for a standard certificate must be made within six months of completion of residency/practicum/program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional preparation will be required for recommendation for approval to test. If four or more years have passed, the individual must reapply for admission and, upon acceptance, retake the entire certification program.
- All transfer credits must be approved by the Faculty Advisor.
- Each candidate in the College of Education at UTA will be evaluated on professional dispositions (http://www.uta.edu/coehp/_downloads/professionaldispositions.pdf) by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

All students initially admitted into the Master of Education in Educational Leadership and Policy Studies with Higher Education Administration Emphasis will complete courses from a prescribed 30 hour curriculum. Students seeking only a master's degree will receive an MEd at the end of their 30 hours of study. Qualified students in the BA-PhD track who seek a doctorate will be allowed to continue their studies at the doctoral level as part of the BA-PhD track in Educational Leadership and Policy Studies with Higher Education Emphasis.

BA-PHD TRACK IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES, WITH HIGHER EDUCATION EMPHASIS

Core Courses

EDAD 5322	EDUCATIONAL RESEARCH AND EVALUATION	3
EDAD 5360	LEADERSHIP THEORY	3
EDAD 5380	DIVERSITY AND EQUITY IN EDUCATION	3
EDAD 5399	CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES	3

Higher Education Emphasis Courses

EDAD 5350	AMERICAN COLLEGE STUDENT	3
EDAD 5351	HIGHER EDUCATION ADMINISTRATION AND STUDENT AFFAIRS	3
EDAD 5352	HIGHER EDUCATION LAW	3
EDAD 5354	THE AMERICAN COMMUNITY COLLEGE	3
EDAD 5356	HISTORY, PRINCIPLES, AND PHILOSOPHY OF HIGHER EDUCATION ADMINISTRATION	3
EDAD 5357	HIGHER EDUCATION TRENDS AND ISSUES	3

Total Hours

30

Doctoral Degree Program

DOCTOR OF PHILOSOPHY (PH.D.) IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES

The Ph.D. degree is designed for candidates who seek to enter careers in research, institutional assessment, policy analysis, institutional leadership, or the professoriate. The program challenges the conventional wisdom that higher education and K-12 education are different worlds by bringing together scholars and students from all levels of education to work and study together. Particularly, the program focuses on narrowing achievement gaps by studying and creating efficacious transitions within the educational experience. Working from the premise that all people can learn at high levels, the program includes the study of the systemic barriers at all levels of education that prevent so many children, adolescents, and young adults from being as successful as they can possibly be.

In addition to becoming experts in their particular area of inquiry, graduates will have a broad foundation in the study of educational leadership and policy at all levels. Students in the Ph.D. program will be part of a cohort throughout their coursework. Qualified students in the M.Ed. with Higher Education Administration Emphasis program who elect an integrated BA-PhD track in Educational Leadership and Policy Studies with Higher Education Emphasis will transfer into the PhD program upon completion of 30 SCH and after two evaluations of their academic progress. After transfer, they will complete same required coursework as the doctoral cohort they have joined, and will have the opportunity to take more higher education elective courses.

Admission Requirements - Ph.D. Program

A select number of qualified applicants are admitted each session to the cohort-based program. Each cohort begins coursework during the fall semester. Specific guidelines for applying to this program are found on the departmental website. Admission into this program is very competitive. The departmental admissions committee considers prior educational experiences, prior work experiences, GRE scores, writing samples, and professional

Recommendation to the State Board for Educator Certification

To be eligible for certification under all programs, a candidate must meet specific criteria set by the College of Education, the University, and the Texas Education Agency/State Board for Educator Certification. To be recommended to the Texas Education Agency/State Board for Educator Certification for certification, a candidate must have successfully completed the following:

Effective fall 2007, students must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their residency/practicum/program. If a student allows the six-month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Director in consultation with the faculty. There is a limit of four TExES exam retakes.

PRINCIPAL OR SUPERINTENDENT

Before you apply for certification as a Principal or Superintendent, please make sure you have completed the following requirements (subject to verification by the Assistant Dean for Student Affairs):

1. Conferred master's degree (or higher);
2. Completed all courses on the certification plan;
3. Completed all appropriate TExES exams (limit of four retakes); to be eligible for the TExES exam, a student's practicum must be completed in a TEA-approved school;
4. Valid Texas teaching certificate;
5. Two years of classroom teaching experience.

If you are a candidate who is applying for Principal or Superintendent certification, you must request that your school district mail a copy of your teacher service record indicating you taught for at least two years. Please request that your school district mail your teacher service record to the Department of Educational Leadership and Policy Studies at UTA. Then, apply to the State Board for Educator Certification (SBEC). Out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a certification program at UTA will lead to certification in their state.

MASTER'S DEGREE WITH PRINCIPAL CERTIFICATION COURSES

The Master's Degree includes courses required for candidates seeking the Texas Principal Certification. In addition to obtaining the Master's Degree, candidates must also pass the Texas Principal Certification exam, have a valid Texas Teacher Certificate, and have at least two years of accredited classroom teaching experience. Candidates must have their school district send via U.S. mail (not fax) their official Texas Teacher Service Record to the Certification Officer in the UTA College of Education. The Department offers the Master's Degree with Principal Certification courses on campus or online.

SUPERINTENDENT CERTIFICATION PROGRAM

The Department of Educational Leadership and Policy Studies offers coursework and practicums leading to a Superintendent Certificate. Upon completion of superintendency coursework, Texas administrators seeking a Texas Superintendent Certificate must make a passing score on the Superintendent Texas Examination of Educator Standards (TExES) (limit of four retakes) and provide evidence of Principal or equivalent certification before they will be recommended to the State Board for Educator Certification (SBEC) for issuance of the certificate.

Required EDAD courses for the Superintendent Certificate: 6179, 6279, 6371, 6373, 6374, and 6378. Currently, courses are offered in an online format.

All students must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs. Per §227.10, the minimum overall grade point average is 2.5 or at least 2.5 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average requirement should consult with the Educational Leadership and Policy Studies graduate advisor to determine their eligibility.

Out of state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of the Superintendent Certification program at UTA will lead to certification in their state.

Admissions requirements for the superintendent certificate program:

- Certified administrator in state of residence (if applicable)
- Currently serving in an administrative position or 2 years of administrative experience at building or district level
- Master's GPA of 3.75 or 3 recommendation forms submitted
- Other documents required for TEA reporting

Superintendent Certificate

EDAD 6179	SUPERINTENDENCY PRACTICUM	1
EDAD 6279	SUPERINTENDENCY PRACTICUM	2

EDAD 6371	PERSONNEL & SCHOOL LAW	3
EDAD 6373	THE SUPERINTENDENCY	3
EDAD 6374	ADVANCED SCHOOL BUSINESS ADMINISTRATION	3
EDAD 6378	ADVANCED CURRICULUM AND PROGRAM ASSESSMENT	3
Total Hours		15

Currently, courses are offered in an online format.

PRINCIPAL CERTIFICATION PREPARATION ONLY (PCO)

For students with a Master's Degree, three letters of reference on file (completed by three persons who can assess the applicant's aptitude, academic skills, and abilities needed for success in the Educational Leadership and Policy Studies program), and other documents required for TEA reporting, the Department has a Principal Certification Only (PCO) program that is 18 hours (six courses). These candidates must also pass the Texas Principal Certification exam, have a valid Texas Teacher Certificate, and have at least two years of accredited classroom teaching experience. Candidates must have their school district send via U.S. mail (not fax) their official Texas Teacher Service Record to the Certification Officer in the UTA College of Education. Courses for the Master's Degree are offered on campus and online.

After being admitted, students must meet the following:

- Maintain a GPA of 3.0 or above in order to continue in the program
- Submit all documents required for the field-based practicum which must be conducted in a Texas Education Agency approved site
- Have their school district send an official Teacher Service Record to the Department of Educational Leadership and Policy Studies
- Submit other documents required for TEA reporting

Certificate Information

To be eligible to receive the Texas Standard Principal Certificate, candidates must:

- Hold a master's degree from an institution of higher education that is accredited by an accrediting agency, as recognized by the Texas Higher Education Coordinating Board.
- Hold a valid Texas classroom teaching certificate.
- Have two years of creditable teaching experience as a classroom teacher. A teacher service record must be sent from the school district directly to the director of certification via US Postal Service. Creditable years is defined as having been completed in an accredited school district. Out of state teaching experience may qualify provided it was done within a school accredited by that state.
- Successfully complete an approved Texas principal educator preparation program which includes a supervised practicum in an accredited Texas public school or other school approved by the Texas Education Agency.
- Successfully pass TExES Principal Test (limit of four retests).
- Apply to State Board of Education Certification and pay the appropriate fees.

TExES Certification Exam

Candidates in the Principal Certification Only Program seeking to take the TExES Principal Test must:

- Be enrolled in or have completed EDAD 5399 Capstone
- Submit a ready to test form and have it approved
- Submit a request for approval to test
- Register for the state test

Candidates who do not pass the test must submit a ready to test form and have it approved each time they wish to retest (limit of four retests).

Certification

Candidates must pass the TExES Principal Test and apply for the Texas Standard Principal Certificate with the State Board for Educator Certification/Texas Education Agency. TEA will notify the University of Texas at Arlington who will verify the candidate has completed all the certification requirements before recommending release of the certificate.

Candidates must pass all appropriate state exams (limit of four retakes) and apply for appropriate state certifications with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student teaching, internship, or practicum program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional preparation will be required for recommendation for approval to test. If four or more years have passed, the individual must reapply for admission and, upon acceptance, retake the entire certification program.

Out-of-State Students

Out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of the Principal Certification program at UTA will lead to certification in their state.

Additionally, since certification requirements vary among states, students should ensure they are in compliance with these requirements to ensure eligibility for school administrator licensure in their state.

All students, including those enrolled in the Educational Leadership and Policy Studies master's program, must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs. Per §227.10, the minimum overall grade point average is 2.5 or at least 2.5 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average requirement should consult with the Educational Leadership and Policy Studies graduate advisor to determine their eligibility.

Principal Certification Preparation Only (for students who already have a master's degree)

Core Courses

EDAD 5330	LEADERSHIP IN THE INSTRUCTIONAL SETTING	3
EDAD 5381	GOVERNANCE, POLITICAL AND LEGAL ASPECTS OF EDUCATION	3
EDAD 5383	THE PRINCIPALSHIP	3
EDAD 5384	RESOURCE MANAGEMENT IN EDUCATION	3

Practicum Courses

EDAD 5389	ADMINISTRATIVE PRACTICUM	3
EDAD 5399	CAPSTONE PRACTICUM IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES	3

Total Hours		18
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Coursework and Degree Completion Requirements

The Department of Educational Leadership and Policy Studies offers two routes to earn the Master of Education in Educational Administration (M.Ed.) and Principal Certification: the self-paced program, and several cohort programs (i.e., groups of candidates following the same sequence of courses). The Department also offers courses for candidates seeking Superintendent Certification.

COURSEWORK AND COMPLETION REQUIREMENTS

- Coursework that is more than six years old at the time of graduation or teacher/administrator certification program completion cannot be used toward meeting the requirements for a master's degree or graduate-level certification.
- Master's degree and graduate level certificate programs must be completed within six years (time in military service excluded) from initial registration in the Office of Graduate Studies.
- Appropriate state exams and application to the State Board for Educator Certification for a standard certificate must be made within six months of completion of residency/practicum/program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional preparation will be required for recommendation for approval to test. If four or more years have passed, the individual must reapply for admission and, upon acceptance, retake the entire certification program.
- All transfer credits must be approved by the Faculty Advisor.
- Each candidate in the College of Education at UTA will be evaluated on professional dispositions (http://www.uta.edu/coehp/_downloads/professionaldispositions.pdf) by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Educational Leadership and Policy Studies - Undergraduate Programs

The Department of Educational Leadership and Policy Studies offers one undergraduate minor (18 hours) and certificate (15 hours) in Leadership. This Leadership Minor/Certificate program prepares students to be relational, ethical, and global leaders armed with the knowledge and skills to make a positive contribution in the workplace, the communities in which they live, and throughout the world. The courses are designed to help students explore the dimensions of leadership so that they may engage in leadership that is constructive, purposeful, and oriented toward improving the human condition.

Required Courses

EDAD 2330	THEORIES IN LEADERSHIP	3
EDAD 4330	CAPSTONE IN LEADERSHIP STUDIES	3

Elective Course

Select a course in each area:		9
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Educational Leadership & Policy Studies - Graduate Programs

Programs

The Department of Educational Leadership and Policy Studies offers the Master of Education (M.Ed.) in Educational Leadership and Policy Studies. In addition to core courses in K-16 educational leadership and policy, two distinct emphases are available: Principal Certificate Courses and Higher Education Administration Emphasis. Students build upon their existing expertise with progressive skills that can increase student achievement, improve teacher performance, and increase organizational effectiveness of schools and higher education institutions.

For those with a master's degree, the Department offers certification preparation courses for candidates seeking a Principal Certificate or a Superintendent Certificate. The Department also offers the Ph.D. in Educational Leadership and Policy Studies and a BA-PhD in Educational Leadership and Policy Studies with Higher Education Emphasis.

Students accepted in the M.Ed. with Higher Education Administration Emphasis can elect, with program approval, to pursue the integrated BA-PhD track which allows students to start doctoral work earlier and transfer into the PhD program upon completion of 30 SCH and after two evaluations of their academic progress.

Out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a certification preparation program at UTA will lead to certification in their state.

Degrees and Certifications

Graduate work in Educational Leadership and Policy Studies at UTA may lead to the following degrees and certifications:

DEGREES

- Master of Education (M.Ed.) in Educational Leadership and Policy Studies (offered through on-campus and Accelerated Online programs)
- BA-PhD track in Educational Leadership and Policy Studies with Higher Education Emphasis
- Doctor of Philosophy (Ph.D.) in Educational Leadership and Policy Studies

EDUCATOR PREPARATION PROGRAMS

- Principal (offered through on-campus and Accelerated Online programs)
- Superintendent (offered online through an Accelerated Online program)

Admissions Requirements - Master's Degree Program

All students, including those enrolled in the Educational Leadership and Policy Studies master's program, must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs. Per §227.10, the minimum overall grade point average is 2.5 or at least 2.5 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average requirement should consult with the Educational Leadership and Policy Studies graduate advisor to determine if there are extenuating circumstances by which they might be admitted. Please note that out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a program at UTA will lead to certification in their state.

Students accepted in the M.Ed. with Higher Education Administration Emphasis can elect an integrated BA-PhD track which allows students to start doctoral work earlier and transfer into the PhD program upon completion of 30 SCH and after two evaluations of their academic progress and aptitude for doctoral level study.

Please see other departmental requirements listed below.

UNCONDITIONAL ADMISSION

Applicants are typically offered unconditional admission if they submit documents required for TEA reporting and meet the first criterion plus either the second or the third criterion:

1. An undergraduate grade point average (GPA) of 3.2 or higher on a 4.0 scale, as calculated by the Graduate School or a graduate GPA of 3.5 or higher on a 4.0 scale on 12 or more hours as calculated by the Graduate School may be used in lieu of the undergraduate GPA.
2. A minimum of two of the following three Graduate Record Examination (GRE) scores: (1) verbal minimum score of 153, (2) quantitative score of 144, (3) written analytical minimum score of 3.5. For exams taken before August 1, 2011, a minimum of two of the three scores are required: (1) verbal minimum score of 500, (2) quantitative minimum score of 500, (3) written analytical minimum score of 3.5.
3. Three letters of reference on file, completed by three persons who can assess the applicant's aptitude, academic skills, and abilities needed for success in the Educational Leadership and Policy Studies master's program.

PROBATIONARY ADMISSION

Applicants are typically offered probationary admission if they submit documents required for TEA reporting and meet the first criterion plus either the second or the third criterion:

1. An undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale, as calculated by the Graduate School or a graduate GPA of 3.3 or higher on a 4.0 scale on 12 or more hours as calculated by the Graduate School may be used in lieu of the undergraduate GPA.
2. A minimum of two of the following three Graduate Record Examination (GRE) scores: (1) verbal minimum score of 146, (2) quantitative score of 140, (3) written analytical minimum score of 3.0. For exams taken before August 1, 2011, a minimum of two of the three scores are required: (1) verbal minimum score of 400, (2) quantitative minimum score of 400, (3) written analytical minimum score of 3.0.
3. Three letters of reference on file, completed by three persons who can assess the applicant's aptitude, academic skills, and abilities needed for success in the Educational Leadership and Policy Studies master's program.

Terms of Probation upon Acceptance: All students admitted under probation status will be required to earn a 3.5 GPA during the first 12 hours of graduate coursework in the program.

PROVISIONAL ADMISSION

An applicant unable to supply all required documentation prior to the admissions deadline, but whom otherwise appears to meet admissions requirements may be granted provisional admission.

DEFERRED ADMISSION

An applicant's admission may be deferred when a file is not complete or when denying admission is not appropriate.

DENIED ADMISSION

An applicant may be denied admission if the conditions for unconditional and probationary admission have not been met.

In addition, if a student has been suspended or expelled from the University of Texas at Arlington or any other university or program for reasons other than academic reasons, that student may be denied admission or readmission to an educator preparation program in the College of Education.

Master's Degree Programs

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES, WITH PRINCIPAL CERTIFICATE COURSES

Core Courses

<u>EDAD 5322</u>	EDUCATIONAL RESEARCH AND EVALUATION	3
<u>EDAD 5360</u>	LEADERSHIP THEORY	3
<u>EDAD 5380</u>	DIVERSITY AND EQUITY IN EDUCATION	3

Please see other departmental requirements listed below.

Recommendation to the State Board for Educator Certification

To be eligible for certification under all programs, a candidate must meet specific criteria set by the College of Education, the University, and the Texas Education Agency/State Board for Educator Certification. To be recommended to the Texas Education Agency/State Board for Educator Certification for certification, a candidate must have successfully completed the following:

Effective fall 2007, students must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their residency/practicum/program. If a student allows the six-month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Director in consultation with the faculty. There is a limit of four TExES exam retakes.

PRINCIPAL OR SUPERINTENDENT

Before you apply for certification as a Principal or Superintendent, please make sure you have completed the following requirements (subject to verification by the Assistant Dean for Student Affairs):

1. Conferred master's degree (or higher);
2. Completed all courses on the certification plan;
3. Completed all appropriate TExES exams (limit of four retakes); to be eligible for the TExES exam, a student's practicum must be completed in a TEA-approved school;
4. Valid Texas teaching certificate;
5. Two years of classroom teaching experience.

If you are a candidate who is applying for Principal or Superintendent certification, you must request that your school district mail a copy of your teacher service record indicating you taught for at least two years. Please request that your school district mail your teacher service record to the Department of Educational Leadership and Policy Studies at UTA. Then, apply to the State Board for Educator Certification (SBEC). Out-of-state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of a certification program at UTA will lead to certification in their state.

MASTER'S DEGREE WITH PRINCIPAL CERTIFICATION COURSES

The Master's Degree includes courses required for candidates seeking the Texas Principal Certification. In addition to obtaining the Master's Degree, candidates must also pass the Texas Principal Certification exam, have a valid Texas Teacher Certificate, and have at least two years of accredited classroom teaching experience. Candidates must have their school district send via U.S. mail (not fax) their official Texas Teacher Service Record to the Certification Officer in the UTA College of Education. The Department offers the Master's Degree with Principal Certification courses on campus or online.

SUPERINTENDENT CERTIFICATION PROGRAM

The Department of Educational Leadership and Policy Studies offers coursework and practicums leading to a Superintendent Certificate. Upon completion of superintendency coursework, Texas administrators seeking a Texas Superintendent Certificate must make a passing score on the Superintendent Texas Examination of Educator Standards (TExES) (limit of four retakes) and provide evidence of Principal or equivalent certification before they will be recommended to the State Board for Educator Certification (SBEC) for issuance of the certificate.

Required EDAD courses for the Superintendent Certificate: 6179, 6279, 6371, 6373, 6374, and 6378. Currently, courses are offered in an online format.

All students must meet qualifications specified in Texas Administrative Code §227.10 in order to participate in educator preparation programs. Per §227.10, the minimum overall grade point average is 2.5 or at least 2.5 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average requirement should consult with the Educational Leadership and Policy Studies graduate advisor to determine their eligibility.

Out of state students will not qualify for Texas educator certification. Therefore, students should review their state's requirements to determine if completion of the Superintendent Certification program at UTA will lead to certification in their state.

Admissions requirements for the superintendent certificate program:

Each student must complete degree requirements in accordance with the Catalog in force at the time the student entered the program in which the degree will be awarded or, at the student's option, the catalog of any subsequent year in which the student was in residence. If a student chooses to complete degree requirements in accordance with the catalog of a year subsequent to that in which he/she entered the degree program.

Please note that changes in University regulations and policies become effective for all enrolled students in the year for which the catalog is in force, regardless of the year of initial enrollment. Thus, students may choose to satisfy degree requirements specified in an earlier catalog, but all must observe University regulations and follow graduation procedures prescribed in the Catalog in force in the intended semester of graduation.

Graduate

Each graduate student must complete degree requirements in accordance with the catalog in effect at the time the student entered the graduate program in which the degree will be awarded or, at the student's option, the catalog of any subsequent year in which the student was in residence.

Please note that changes in University regulations and policies become effective for all enrolled students in the year for which the catalog is in effect, regardless of the year of initial enrollment. Thus, students may choose to satisfy degree requirements specified in an earlier catalog, but all must observe University regulations and follow graduation procedures prescribed in the catalog in effect in the intended semester of graduation.

Enrollment Requirements

All students must be enrolled in their graduate program in any term in which they are completing graduate degree requirements including taking the final master's exam, conducting research, or defending a thesis or dissertation. Enrollment in courses outside the major and minor fields will not satisfy enrollment requirements. Enrolled students who do not complete all requirements by the beginning of the next long semester must enroll to complete remaining degree requirements.

Funded Students

Funded students are normally expected to be enrolled as full time students while holding an assistantship or associateship. Master's students who must enroll in a six-hour thesis course or doctoral students who must enroll in a six or nine-hour dissertation course or three-hour dissertation completion course because they have not received a passing grade in one of these courses must enroll in one of these courses and receive a grade of P in their final semester. However, master's students who need fewer hours to complete their degrees may petition for a waiver of full time enrollment as described in the Assistantship/Associateship Policy (p. 60) section of this catalog.

Credit Toward Degrees and Certificates

Only courses completed with a grade of A, B, C, or P can satisfy graduate degree or certificate requirements. However, courses in which grades of D or F are earned will affect a student's grade-point average. A student must have a B (3.0) grade-point average in courses included in their degree plan and a B (3.0) average in all work undertaken as a graduate student to have credits applied toward a graduate degree or certificate.

Credit for Repeated Courses

A student may repeat a course only if that course is specifically designated in this catalog as one that can be repeated for credit. A student who fails to receive credit (earns a grade of D or F) may repeat the course in order to obtain credit, in which case the grades for both attempts will count in computing the student's overall grade-point average. No student will be allowed to repeat a course in order to change a passing grade of C or higher.

Course Credit Applied to More Than One Degree

No course that has been applied to any degree, at any graduate or undergraduate institution, may be applied to any other degree, either directly or by substitution except in approved dual degree or approved fast track programs. The amount of shared credit between degrees in dual degree programs is limited and varies with the total number of hours needed to complete both degrees. Similarly, the amount of credit that can be shared in fast track programs is also limited. Details may be found in descriptions provided by participating programs elsewhere in this catalog.

Credit for Advanced Undergraduate Coursework

Up to nine hours of advanced undergraduate credit from UT Arlington or another institution may be applied to a master's degree program if the hours have not been used to earn a previous degree and have the approval of the appropriate Graduate Studies Committee and the Academic Dean. Approved fast track programs may allow dual credit.

Earning Graduate Course Credit as a UT Arlington Undergraduate Student

Courses taken in undergraduate status may not be applied directly to a doctoral program.

Some departments do not permit students to enroll in graduate courses unless they have been admitted to a graduate program. Others allow students enrolled as undergraduates to take a limited amount of graduate coursework under the conditions described below.

All undergraduate students should consult with the appropriate graduate advisor before attempting to register for graduate courses.

Advanced UT Arlington Undergraduates (Current Seniors)

An undergraduate student at the University of Texas at Arlington may not use graduate courses (numbered 5000 and above) to fulfill undergraduate degree requirements except as part of an approved fast track program. However, an undergraduate needing no more than 12 hours in one term (six semester hours in one summer session) to complete all the requirements for a bachelor's degree may register for graduate courses and apply them toward a master's degree at UT Arlington under the following conditions:

1. In no case may a student previously dismissed from or denied admission to a graduate program enroll in graduate courses or reserve courses for graduate credit.
2. All work for undergraduate credit must be completed during that term in which the student initially enrolls in graduate courses.
3. Total registration for all work may not exceed 15 semester hours in a term (or 12 semester hours in the summer sessions).
4. The student must submit to the graduate advisor a "Reservation of Courses for Graduate Credit by Undergraduate Students" form (available from graduate advisors). The reservation must be approved by the graduate advisor and the Academic Dean. The Office of Admissions, Records and Registration must certify that the reserved credit will not be applied to the student's undergraduate degree requirements.
5. The student must have at least a 3.0 undergraduate GPA to be eligible to enroll in a graduate course and to reserve it for graduate degree credit.
6. Courses taken at UT Arlington and reserved for graduate credit may be applied to a master's degree program only if a grade of A, B, C, or P was earned.
7. Credit is officially accepted for application to a graduate program when a student is unconditionally admitted to UT Arlington.
8. A maximum of 12 semester hours of graduate level courses may be reserved.

Students Holding Bachelor or Higher Degrees Enrolled as Degreed Undergraduates

Students who have completed their undergraduate studies and have been awarded their bachelor's degree may enroll as degreed undergraduates in graduate-level course work and receive graduate credit at UT Arlington under the following conditions:

1. Courses taken at UT Arlington and reserved for graduate credit may be applied to a master's degree program only if a grade of A, B, C, or P was earned.
2. No more than 12 semester hours of credit earned while a degreed undergraduate may be applied for credit toward a master's degree. Students must file a request, approved by the graduate advisor, the Committee on Graduate Studies, and the Academic Dean to apply such credits toward a graduate degree.
3. All courses that are applied to a master's degree must have been completed no more than five years before enrollment in a graduate program at UT Arlington. If the student has completed more than 12 semester hours of graduate courses in undergraduate status, only graduate courses completed within five years of enrollment in a graduate program at UT Arlington will become part of the graduate record and considered in computing the student's grade-point average.
4. A student may elect to apply all graduate courses completed in the last five years toward their degree or to apply none of this work. Selective application of courses is not permitted. If any courses are applied for credit toward a master's degree, all courses completed within the last five years will become part of the graduate record.

Credit for courses taken as a non-degree seeking graduate student

Up to 12 graduate level (5000 and above) semester credit hours earned as a special non-degree seeking student may be applied to a graduate degree program, subject to graduate grading practices (p. 68). Review and approval of the appropriate Committee on Graduate Studies and the approval of Graduate Admissions are required. All grades in courses taken as a special non-degree seeking student and graduate certificate status will be considered in computing a student's graduate grade-point average.

Graduate Credit for Extension Classes

Work done in extension classes may be applied toward an advanced degree under the same conditions that apply to transfer work, except that credit for extension work is limited to six credit hours.

Courses That Do Not Provide Graduate Credit

- **Personal Improvement Courses:** Personal improvement individual or group music or art lessons and exercise and sports activities courses can not be used for the following: 1) to satisfy graduate degree requirements; 2) meet enrollment requirements; 3) in computation of graduate grade-point averages or determination of academic probation or academic good standing; 4) in calculation of grade-point averages for the purpose of admission to a Graduate Program or for certification for graduation from a Graduate Program.
- **Audited Classes:** University credit is not granted for audited classes and audited classes will not satisfy enrollment requirements.
- **Correspondence Courses:** Correspondence courses are not accepted for graduate credit.
- **Credit by Examination:** Credit by examination may not be used for graduate credit and no such credit, graduate or undergraduate may appear on graduate student transcripts.

Selection Criteria for Field Supervisors
from *TEA EPP Manual*

The Field Supervisor:

- I. Has theoretical and practical knowledge of teaching and learning for both adults and children.
 - a. Understands adult learning
 - b. Recognizes the range of learning and performance problems and successes
 - c. Provides specific strategies to overcome learning and performance problems and encourage successes
- II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.
 - a. Stays in frequent contact with the novice
 - b. Provides feedback on observations in a timely manner
 - c. Provides specific feedback statements to the novice for professional improvement or growth
 - d. Leads novice teacher in reflection of his or her performance
- III. Understands the functions and methods of K-12 public and private schools.
 - a. Understands the time constraints on teachers and administrators
 - b. Understands school schedules
 - c. Understands school priorities
 - d. Familiar with various curricula for K-12 schools
 - i. Familiar with various methods of lesson planning and development
 - ii. Familiar with various student assessment strategies for diverse students
 - e. Familiar with various teaching strategies in K-12 schools for diverse students
- IV. Is responsible in executing his or her professional responsibilities.
 - a. Includes the mentor or cooperating teacher in observation and feedback
 - b. Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, the campus administrator and the educator preparation program in a timely manner
 - c. Provides all data required by the Texas Education Agency in a timely manner.
 - d. Exhibits flexibility when necessary


Note: The field supervisor should have experience as a campus administrator, curriculum coordinator/director, assistant principal/principal/former principal, assistant superintendent/superintendent/former superintendent. A field supervisor must have an advanced degree and hold a valid certificate within the U.S. (not required to be Texas but preferred). It is preferred that the field supervisor has a minimum of 5 years of teaching/administrative experience.

Field Supervisor Standards
from *TEA EPP Manual*

TAC 228.2(10) Field supervisor—A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance TAC 228.35 (f) (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor.

TAC 228.35 (f)	Standard
"experienced"	<p>I. Has theoretical and practical knowledge of teaching and learning for both adults and children</p> <ul style="list-style-type: none"> a. Understands adult learning b. Recognizes learning and performance problems c. Provides specific strategies to overcome learning and performance problems
"trained"	<p>II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback</p> <ul style="list-style-type: none"> a. Stays in contact with the novice b. Provides feedback on observations in a timely manner c. Provides specific feedback statements to the novice for professional improvement or growth
"experienced"	<p>III. Understands the functions and methods of K-12 public and private schools</p> <ul style="list-style-type: none"> a. Understands the time constraints on teachers and administrators b. Understands school schedules c. Understands school priorities d. Familiar with various curricula for K-12 schools e. Familiar with various teaching strategies in K-12 schools
"trained"	<p>IV. Is responsible in executing his or her professional responsibilities</p> <ul style="list-style-type: none"> a. Includes the mentor or cooperating teacher in observation and feedback b. Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, the campus administrator and the educator preparation program in a timely manner c. Provides all data required by the Texas Education Agency in a timely manner

Example of Practicum Agreement

Application for Administrative Practicum Site Supervisor/Mentor Agreement Form		 UNIVERSITY OF TEXAS ARLINGTON	
Candidate's Name: _____	Educational Leadership and Policy Studies Trimble Hall 105 (Box 19227) Arlington, Texas, 76019--0227. Phone: 817.272.2841; Fax: 817.272.2127 http://www.uta.edu/coed/eduleadership		
UTA ID Number: _____			
Official Practicum Start Date (first day of first content course): _____			
Current Valid Certificates: <u>EC-12th Generalist and ESL certification</u>			
Current Employment Position: <u>2nd grade teacher</u>			
District and School Where Employed: <u>Jean Massieu Academy</u>	Practicum Description Candidates work with their site supervisor/mentor, field supervisor, and others to gain administrative type experiences. Some experiences will be through observation, some through participation, and some through being given responsibility. Candidates should expect to experience the annual cycle of administrative events, constant events, planned events, and unplanned events. Candidates are to work on various projects during their practicum. One project will be used to develop an Action Research PowerPoint to be submitted during their EDAD 5399 Capstone course. Candidates will be given assignments during their content courses that often will require gathering information and data from various sources. Candidates are expected to give top priority to their current work responsibilities. Each practicum will be unique and should total 500 hours for an average of approximately 8--10 hours per week (as reflected in log). The first field supervisor will be assigned and will complete at least two observation cycles via videos and conferencing. Two months before registering for EDAD 5399, the candidate will submit to the program for approval a second field supervisor who will make at least one face--to--face observation/visit during the practicum in order to evaluate the candidate's transition toward administration. Communication between the candidate, the mentor, the field supervisors, and the program is required. The candidate is responsible for determining and meeting his or her state's certification requirements.		
City of Residence: <u>Arlington</u> State: <u>TX</u> Zip: <u>76011</u>			
Home Telephone: <u>817 N/A</u>			
Cell Telephone: _____			
UTA Email: _____			
Other Email: _____			
Site Supervisor/Mentor Information			
Mentor's Name (including middle name): _____			
Mentor's School Name: _____			
Mentor's District: _____			
City: _____			
Office Phone: _____			
Other Phone: _____			
Email: _____			
Years of Experience as a Principal: _____			
Current Valid Certificates: <u>Elem. (1-8), Spec. (EC-12), Ed. diag. (EC-12)</u>	Candidate's Agreement During the first week of EDAD 5389, I will seek approval of a site supervisor/mentor to guide my practicum activities. I understand that a total of 500 clock hours of administrative practicum activities are required under the general supervision of my mentor and field supervisor. I will report on my activities by submitting Practicum Reports at least 3 times during the program, submit my log, and be responsible for determining and meeting my state's certification requirements.		
Program Description The Accelerated Online (AO) program is a completely online Masters of Educational Leadership and Policy Studies degree program. All courses were developed by full--time faculty and are assisted by Instructional Associates. Students start with a practicum course and end with a capstone. Content courses are taken in rotation with the starting course set by when students enter the program. The Practicum runs throughout the program. Students fill out a Practicum Report at three times during the program where they report on activities experienced during their Practicum and keep an activity log. They conduct an Action Research Project and other assessments that are submitted in their Capstone course. <i>Students living out of state will not qualify for Texas educator certification. Therefore, out--of--state students should check with the State Office of Education in their home state to determine if completion of a master's degree program or certification program at UT Arlington will lead to certification in their state.</i>			
Course Sequence EDAD 5389 Administrative Practicum (first course for all students) Content Courses Taken In Order with First Content Course Set by Entry Date into Program: EDAD 5360 Leadership Theory EDAD 5330 Leadership in Instructional Setting EDAD 5322 Educational Research and Evaluation EDAD 5384 Resource Management in Education EDAD 5383 The Principalship EDAD 5305 Curriculum Design and Implementation EDAD 5381 Legal and Political Aspects of Education EDAD 5380 Diversity in Educational Settings When All Content Courses are Completed Students Finish with: EDAD 5399 Capstone Practicum (last course for all students)			
Site Supervisor's Agreement I agree to mentor professionally the above named administrative candidate in the UT Arlington AO administrative practicum program. I will provide appropriate field--based guidance, assistance, support, and supervision of the candidate's activities. I will add summary comments to the Practicum Reports prepared by the candidate and acknowledged by the Field Supervisor at three times during the practicum period. I have completed the program's required training and agree to follow the Texas Educator Code of Ethics. I have at least 3 years of experience in the principalship; have been collaboratively assigned by campus/district administration and the UTA principal program; am certified as a principal; am an accomplished educator as shown by student learning and will report the candidate's progress to the field supervisor.			
_____ (Signature) _____ (Date)			
_____ (Date)			
_____ (Date)			
_____ (Date)			
_____ (Date)			
_____ (Date)			

Field Supervisor Agreement Form



Educational Leadership and Policy Studies
Trimble Hall 105 (Box 19227)
Arlington, Texas, 76019-0227

Phone: 817.272.2841; Fax: 817.272.2127
<http://www.uta.edu/coed/educleadership>

Candidate's Name: _____
UTA ID Number: _____
Official Practicum Start Date (first day of first content course): _____
Current Employment Position: _____
Current Valid Certificates: _____

District and School Where Employed: _____
City of Residence: _____ State: _____ Zip: _____
Home Telephone: _____
Cell Number: _____
UTA Email: _____
Other Email: _____
Field Supervisor Information
Name: _____
School Name: N/A
District: N/A
City: Dallas State: TX Zip: 75249
Office Phone: 972-814-6246
Other Phone: N/A
Email: _____
Years of Experience as a Principal: 4
Current Valid Certificates: Texas Principal & Superintendent
Is this the 1st (university-assigned) or 2nd field supervisor? 1st

Practicum Description

Candidates work with their site supervisor/mentor, field supervisor, and others to gain administrative type experiences. Some experiences will be through observation, some through participation, and some through being given responsibility. Candidates should expect to experience the annual cycle of administrative events, constant events, planned events, and unplanned events. Candidates are to work on various projects during their practicum. One project will be used to develop an Action Research PowerPoint to be submitted during their EDAD 5399 Capstone course. Candidates will be given assignments during their content courses that often will require gathering information and data from various sources. Candidates are expected to give top priority to their current work responsibilities. Each practicum will be unique and should total 500 hours for an average of approximately 8-10 hours per week (as reflected in log). The first field supervisor will be assigned and will complete at least two observation cycles via videos and conferencing. Two months before registering for EDAD 5399, the candidate will submit to the program for approval a second field supervisor who will make at least one face-to-face observation/visit during the practicum in order to evaluate the candidate's transition toward administration. Communication between the candidate, the mentor, the field supervisors, and the program is required. The candidate is responsible for determining and meeting his or her state's certification requirements.

Program Description

The Accelerated Online (AO) program is a completely online Masters of Educational Leadership and Policy Studies degree program. All courses were developed by full-time faculty and are assisted by Instructional Associates. Students start with a practicum course and end with a capstone. Content courses are taken in rotation with the starting course set by when students enter the program. The Practicum runs throughout the program. Students fill out a Practicum Report at three times during the program where they report on activities experienced during their Practicum and keep an activity log. They conduct an Action Research Project and other assessments that are submitted in their Capstone course. *Students living out of state will not qualify for Texas educator certification. Therefore, out-of-state students should check with the State Office of Education in their home state to determine if completion of a master's degree program or certification program at UT Arlington will lead to certification in their state.*

Course Sequence

EDAD 5389 Administrative Practicum (first course for all students)
Content Courses Taken In Order with First Content Course Set by Entry Date into Program:
EDAD 5360 Leadership Theory
EDAD 5330 Leadership in Instructional Setting
EDAD 5322 Educational Research and Evaluation
EDAD 5384 Resource Management in Education
EDAD 5383 The Principalship
EDAD 5305 Curriculum Design and Implementation
EDAD 5381 Legal and Political Aspects of Education
EDAD 5380 Diversity in Educational Settings
When All Content Courses are Completed Students Finish with:
EDAD 5399 Capstone Practicum (last course for all students)

Candidate's Agreement

I will work with my field supervisor to inform him/her regularly about my practicum activities. I understand that a total of 500 clock hours of administrative practicum activities are required under the supervision of my mentor and field supervisor. I will provide my field supervisor with my practicum reports at the end of my first content course, in the middle of my program, and during EDAD 5399. I understand that I am responsible for determining and meeting my state's certification requirements.

(Signature)

(Date)

Field Supervisor's Agreement

I agree to be the field supervisor for the above named administrative candidate in the UT Arlington administrative practicum program. I will provide appropriate field-based guidance, assistance, support, and supervision of the candidate's activities. I have at least 3 years of experience as a principal, hold current valid principal certification, and am an accomplished educator as shown by student learning. I am not employed in the same school where the candidate is completing the practicum. I will make contact with the candidate within 3 weeks into his/her practicum and conduct observations and conferences during the program, with the first observation occurring within the first third of the practicum. I have completed the program's required training, agree to follow the Texas Educator Code of Ethics, will conference with the candidate after each observation, and will provide written feedback to the candidate and site supervisor after each observation using the Observation Report.

(Signature)

(Date)

Practicum Report with Field and Site Supervisor Comments
Educational Leadership and Policy Studies



Directions: Candidates will fill out the Practicum/Visit/Observation Report and go over it with their site and field supervisors three times during the practicum: 1) during EDAD 5389, the first course; 2) when enrolled in the fifth class and 3) during EDAD 5399, at the end of the program.

If you are seeking Texas Principal Certification, your field supervisor will be assigned by the university. He/she will conduct three observation cycles. The field supervisor will view and evaluate a 45-minute (or longer) video that you will make (or will have made of you) participating in practicum activities when you are enrolled in EDAD 5389, when enrolled in your fifth class and again when enrolled in EDAD 5399, Capstone Internship Class.

If you are not seeking Texas Principal Certification, you will select a field supervisor to observe you for each observation cycle. Your field supervisor should have principal certification and not be on your campus. Your field supervisor and site supervisor may not be the same person. The field supervisor will observe you for 45 minutes participating in practicum activities when you are enrolled in EDAD 5389, when enrolled in your fifth class and again when enrolled in EDAD 5399, Capstone Internship Class.

The candidate will complete her/his section of the Practicum/Visit/Observation Report and send to the field supervisor. The field supervisor will complete her/his part and return the report to the candidate. The candidate will send the report to the site supervisor for her/his comments. The site supervisor will return the completed report to the candidate so it may be posted to the Educational Leadership Practicum Forum on Blackboard.

Candidate's Section

Candidate Name:	Date:
UTA ID #:1000723196	
School Information:	
School Name(s): Jean Massieu Academy	
School District: Charter	
City, State, Zip Code: 76011	
Site Supervisor Information:	
Field Supervisor Information:	

Practicum Report with Field and Site Supervisor Comments
Educational Leadership and Policy Studies

Example of
Practicum
documentation
from UTA

<p>Title: same Email: Same</p>
<p>Reporting Period (underline one): Initial <u>Middle of Practicum</u> End of Practicum Course(s) taken: EDAD 5389, EDAD 5380, EDAD 5360, EDAD 5330, EDAD 5322, EDAD 5384, EDAD 5383</p>
<p>Describe 2-3 administrative activities/events that occurred during this reporting period in each of the following categories:</p> <p>Cyclical activities/events: (occur at this time every year)</p> <p><u>Preparing for the winter program.</u></p> <p>Constant activities/events: (occur every day)</p> <p><u>Assisting with student dismissal.</u></p> <p>Planned activities/events: (scheduled)</p> <p><u>Request school expansion</u> <u>amendment meeting</u></p> <p>Unplanned activities/events: (unscheduled)</p> <p><u>Assisting with fire drill</u></p>
<p>Describe 2-3 administrative activities during this reporting period that you:</p> <p>Observed: <u>ARD Meeting</u></p> <p>Participated in: <u>School expansion amendment meeting</u></p> <p>Were responsible for: <u>Preparing for the winter program</u></p>
<p>Identify the 2-3 ELCC standards in which you were mainly involved during this reporting period:</p> <ul style="list-style-type: none"> • ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. • ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. • ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.
<p>Describe the 2-3 most memorable administrative activities/events and what you learned (knowledge/attitude &/or skills) from those activities/events:</p> <ul style="list-style-type: none"> • Assisting with the fire drill and quickly accounting for all elementary students. • Creating a statement discussing the incremental cost of acquiring additional facilities, furniture, and equipment to accommodate the anticipated increase in student enrollment.

Practicum Report with Field and Site Supervisor Comments
Educational Leadership and Policy Studies

<p>What 2-3 lingering questions developed during the reporting period for which you are searching for answers (or problems yet to be solved)?</p> <ul style="list-style-type: none">• The format of an amendment (preferably an example of a previous amendment)• How often is it required for a school to have a fire drill?
<p>What types of feedback did you receive during this reporting period that indicated how you were doing in your practicum? This feedback can be from anyone, not just from your site-supervisor.</p> <p>I received verbal feedback immediately after the fire drill. The feedback I received was beneficial to me because it was not positive and dismissive. Instead it was helpful and I was given tips on what to do to be more accurate in the future and what I did well this time. Overall I was told I did well for my first time considering the fact that I was not informed we were going to have a fire drill prior to having the drill.</p>
<p>What did you do during this reporting period (if any) to prepare for your certification exam?</p> <p>To prepare for my certification exam I took a practice exam online. After the exam I reviewed the questions I missed.</p>
<p>What progress did you make regarding your Action Research project on which you will report in your Capstone course?</p> <p>I have chosen my question or subject I would like to address. The question is, "How to create a creditable statement discussing the incremental cost of acquiring additional facilities, furniture, and equipment to accommodate the anticipated increase in student enrollment. I have also determined how to collect the data and have already begun doing so.</p>

Practicum Report with Field and Site Supervisor Comments
Educational Leadership and Policy Studies

Any additional comments you would like to add that didn't fit into any of the areas above?
--

Field Supervisor's Section

After observing the candidate, fill out this portion of the form and return it to the candidate and to the candidate's mentor. The mentor/site supervisor will add comments and return it to the candidate who will send it back to the program.

A field supervisor shall have at least three years of experience and current certification. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates.

A field supervisor shall not be employed by the same school campus where the candidate being supervised is completing his or her practicum. The field supervisor may not also serve as a candidate's mentor.

Candidate's Name: . . .

Observation/Visit Number (first, second, third): Second

Was the Observation Via Video or In Person? Video

Date of Pre-Observation Conference:

Starting Time of Pre-Observation Conference:

Ending Time of Pre-Observation Conference:

Date of Observation/Visit:

Starting Time of Observation/Visit: 7:00 am

Ending Time of Observation/Visit (must be at least 45 minutes in length):

Date of Post-Observation Conference

Practicum Report with Field and Site Supervisor Comments

Educational Leadership and Policy Studies

Starting Time of Post-Observation Conference:

Ending Time of Post-Observation Conference:

Practicum Report with Field and Site Supervisor Comments
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Describe the context of the observation. What role does the candidate serve in the school and what is the sense of the candidate's ability to get involved in administrative activities at this stage of his/her practicum? (The section will expand as you enter your comments.)

The context of the observation was meeting with the candidate to discuss the Equity Plan that is now required by the Texas Education Agency as an outcome of the new ESSA legislation to ensure that low income and minority students have equitable access to excellent educators. In our district plan we have to document any equity gaps, document the root cause analysis of the unequitable gaps and map out in the plan steps that will be implemented at the district level to change those equity gaps if any. I was explaining to the candidate the purpose for this plan and the steps to gathering the data for the plan and I explained the Texas Equity Gap tool kit which assists in writing plans to be submitted by administrators. In the conversation I explained the importance of submitting these types of documents that are required in a timely manner since this type of documentation is directly tied to our federal and state revenue for our district.

Identify up to three areas of potential strength for the candidate at this point in his/her transition:

1. Administrative Leadership Abilities (X)
2. Instructional Supervision (X)
3. Operational Management/Budget ()
4. Parent and Community Relations ()
5. Administrative Integrity and Fairness (X)
6. The Political Nature of Administration ()

Identify up to three areas where the candidate could benefit from more experience / understanding:

1. Administrative Leadership Abilities ()
2. Instructional Supervision ()
3. Operational Management/Budget (X)
4. Parent and Community Relations ()
5. Administrative Integrity and Fairness ()
6. The Political Nature of Administration ()

Please provide constructive feedback to the candidate below: (The table will expand as you type in your comments.) You are very intuitive when making administrative decisions regarding students, instruction and the elementary curriculum. It would benefit you to expand your knowledge and learn more about administrative tasks at the secondary level as well, therefore making you into a "well-rounded", excellent administrator. I believe it would also be beneficial and make you a stronger administrator to increase your knowledge on school finance and campus budgeting. Budgeting for campuses can be very convoluted and challenging at times, however the expenses and revenues is what ultimately drives an administrator's decision making in all areas of instruction, curriculum and operations for their campuses. I feel it is also very important as a future administrator to gain as much information and familiarity with federal and state educational legislation specific to ESSA, IDEA, other special education laws, migrant or ELL legislation, the Texas Administrative Code (commissioner rules), immigration, civil rights laws specific to education, Educator Code of Ethics, Teacher Standards within the T-TESS evaluation system for Texas, etc. You are a very intelligent person with great instincts, good problem solving skills and an excellent communicator. I look forward to working with you on future projects.

Examples of
Syllabi

EDAD 5384 Resource Management in Education



Syllabus

THE UNIVERSITY OF TEXAS AT ARLINGTON

Course Title: Resource Management in Education

Odden, A., & Picus. L. (2008) *School finance: A policy perspective (4th ed.)*. Boston: McGraw-Hill
OR

Odden, A., & Picus. L. (2014) *School finance: A policy perspective (5th ed.)*. Boston: McGraw-Hill

Course Description:

- This course is being offered to help graduate students examine, discuss, analyze, and evaluate school finance techniques, patterns, trends, and policies used to finance public education K-12. Topics include an overview of school finance, the evolution of school finance court cases, an examination of adequacy and equity, financing educational facilities, allocating and using educational dollars, school district budgeting, school finance structures, improving state financial systems, and redesigning teacher salary structures

Student Objectives:

- To understand the history and current state of school finance in the United States
- To make informed projections about the need for school finance reform.
- To understand the actions districts might take regarding equity, adequacy, and productivity.
- To examine and understand the evidence based approach to school finance.
- To understand policy issues at the school, district, and state levels.
- To examine, understand, and create school district budgets.
- To determine how to improve school finance systems.
- To understand teacher salary structures

Course Requirements:

1. Complete all reading assignments for each module.
2. Use the questions at the end of each chapter as study guides and discuss your responses to the chapters with you colleagues in your discussion groups.
3. Create a local school district case study using the guidelines on page 6 of the syllabus. Describe the history of the district. What is the most pressing school finance problem in the district?

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4. Prepare a Field Activity Report. Information is listed as assignment 6. The assignment will be due by 11:59 p.m. on Sunday of Module 5. I suggest you begin that assignment now.

NOTE: All assignments will require a title page. All assignments other than the Field Budget Activity Report will require a reference page. APA format will be required for both title pages and reference pages.

Assignments and Grade Calculation:

Title	Points Possible
Module 1: Discussion	3
Module 2: State Education Standards	20
Module 2: Discussion	3
Module 2: Funding State Facilities	20
Module 2: Local School District Case Study	20
Module 3: Discussion	3
Module 4: Teacher Salary	20
Module 4: Discussion	3
Module 4: School Budget	20
Module 5: Field Budget Activity Report	20
Module 5: Discussion	3
Module 5: Reflection	3
Total	138

Grading Percentages:

A = 124 – 138 (90 – 100 percent)

B= 110 – 123 (80 – 89 percent)

C= 97 – 109 (70 - 79 percent)

D= 83 - 96 (60 - 69 percent)

F = 82 and below (below 60 percent)

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Course Policies:

You must complete all readings, assignments, and discussion postings/replies by the due dates.

All due dates for the readings, assignments and discussion postings/replies are listed in the course

schedule. You are responsible for your technology/Internet working to ensure work is completed by deadlines.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

The Writing Center:

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center's hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments, by calling (817) 272-2601, or by visiting the Writing Center. If you arrive at the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

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Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

Drop Policy:

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

Course Schedule:

Module 1—Overview of School Finance	
<p>Discussion: This Module you will discuss the Local School District Case Study assignment with your classmates. Discussion about the assignment can prove a valuable resource in helping you work through questions about the assignment. Your insights can also help your classmates prepare their case studies</p> <p>Focus your initial post on the information and questions posed in the assignment. Discuss how you plan to find information, your plan to present it and what problems you for see as you work on the paper.</p> <p>If you have already prepared a copy of the rough draft of the case study, please upload it to the discussion board.</p>	<p>Module 1: Post by 11:59 p.m., Sunday, Week 2</p>
Module 2—Campus-Based Financing	
Assignment: Turn in State Education Standards Paper	11: 59 p.m. Sunday, Week 3
Assignment: Turn in Funding State Facilities Paper	11: 59 p.m. Sunday, Week 3
Assignment: Turn in Local School District Case Paper	11: 59 p.m. Sunday, Week 3
<p>Discussion: This Module you will discuss the following question</p> <p>Brainstorm about how to dramatically improve student achievement in your school or in a low-performing school. Outline what the key programs and strategies would be. Are the resources in the adequacy model sufficient to implement your strategy? Create a sales pitch to the teachers' union making a case for your improvement plan.</p>	<p>Module 2: Post by 11:59 p.m. Sunday, week 3</p>

Module 3 – School District Budgeting	
<p>Discussion: This week you will discuss what you learned during your exploration of how school facilities are funded in your state.</p> <p>Use your initial post to discuss topics such as the role of local districts and the state in funding, bond requirements, and bond issuing levels. Provide your opinion about what you learned on these topics and others during your research.</p>	Module 3 Post by 11:59 p.m., Sunday, week 4
Module 4 – State School Finance	
Assignment: Turn in Teach Salary Paper	11: 59 p.m., Sunday, week 5
Assignment: Turn in School Budget Paper	11:59 p.m., Sunday, week 5
<p>Discussion: To participate in this week's discussion, you must accomplish the following tasks:</p> <ul style="list-style-type: none"> • Interview the principal or the assistant principal at your school using page 9 of the syllabus. • Transcribe the answers to your questions in a Word document. • Then write a two-page synthesis paper on what you learned. <p>Post a copy of your School Budget Study to the discussion board that includes meaningful discussion post regarding what you learned from the study.</p> <p>Then, read at least two other School Budget Study postings and reply to those colleagues about their papers.</p>	Module 4 Post by 11:59 p.m., Sunday, week 5
Module 5 – Field Budget Activity Report	
Assignment: Turn in your Field Budget Activity Report	11:59 p.m. Sunday, week 6
<p>Discussion: This week you will discuss the following questions Is your district or state experiencing shortages of teachers in certain subject areas, such as mathematics, science, technology, and special education? If so, do you think it would be possible to provide a salary premium for those teachers? And if yes, how large would the premium need to be in order for it to function as an incentive to recruit and retain teachers in those areas? Should the incentive be provided to the teachers in these subjects who already work in the district or state?</p> <p>Reflection: Discuss your course reflection with your fellow classmates. If you wish, you may upload the paper on the discussion board, but it is not required.</p>	<p>Module 5 Post by 11:59 p.m., Sunday, week 6</p> <p>Module 5 Post by 11:59 p.m., Sunday, week 6</p>

Detailed Guidelines for Assignments:

1. Local School District Case Study (due in Module 2)

2. State Education Standards (due in Module 2)
3. Funding State Facilities (due in Module 2)
4. School budget (due in Module 4)
5. Teacher Salary (due in Module 4)
6. Field Budget Activity Report (due in Module 5)

1. Local School District Case Study

1. Create a local school district case study. Using the school district whose borders you live within or work in, identify the following characteristics:

- a. Locale: rural/suburban/urban
- b. Number of K-12, elementary, middle, and high schools
- c. Total number of students enrolled.
- d. Description of students: percentage receiving free and reduced-price lunch, ethnicity make-up, percentage of students with individualized education programs IEP
- e. Total school revenues
- f. Percentages of school revenues from local, state, and federal funding sources
- g. Expenditures per student
- h. Average property wealth per student
- i. School tax rate

2. Building on the above case study, identify and describe the history of your district. When was it established? What did it consist of at that time (e.g. a one room school house)? What are future plans for your district? Add this historical perspective to the case study from question 1.

You will have a title page and reference page for this assignment. This assignment is not due in Module 1. This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader important information that goes beyond the obvious or predictable (15 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (12 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

2. State Education Standards.

Use the information below to guide your research of your state's Department of Education Web Site. Once you have conducted your research, write a two-page synthesis paper on what you learned through your research. Use the questions posed in the study questions, and the grading criteria in the rubric, to help guide your work on this paper.

1. Log on to your state's Department of Education Website.

- a. Can you find your state's curriculum standards? What subjects are covered? What grade span is incorporated into the standards?
- b. Next, search for your state's testing system. Is the test norm-referenced or criterion-referenced? Does it cover all of the subjects and grade levels that the curriculum standards lay out? If not, are there plans to expand the testing system to cover the untested subjects and grades? Locate the most recent test scores for your local school district. Can you view scores disaggregated by students with differing economic backgrounds, ethnicities, and disabilities? How do they compare to the state averages in each category?
- c. Finally, look for your state's accountability system. What actions, if any, are taken if student achievement scores at a school consistently fail to make progress?

While this is not considered a formal research paper, you should strive to use AP style when writing the paper. You can find more information about APA style at the APA's Web site at <http://www.apastyle.org>

You will have a title page and reference page for this assignment.

This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader important information that goes beyond the obvious or predictable (15 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (12 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

3. Funding State Facilities

Use study questions below to guide your research of how school facilities are funded in your state. Once you have conducted your research, write a two-page synthesis paper on

what you learned through your research. Use the questions posed in the study questions, and the grading criteria in the rubric, to help guide your work on this paper.

1. Discuss the role of the school board and administration when considering developing and presenting a bond package for consideration.
2. What activities are required by your state before a bond election may take place? Does it need approval from state education department? Are there federal guidelines you must meet? May you call a special election or must the election take place on standard voting dates?
3. Discuss the voting requirements in your state. Bonds must have a majority vote to pass. What is the rate in your state? Does your state require simple majority or other limit? What is simple majority?
4. Are there limits as to the level of bonds a district in your state may issue? What determines those limits? Is there a maximum life for bonds in your state?
5. How are local school bonds paid?

You will have a title page and reference page for this assignment. This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader important information that goes beyond the obvious or predictable (15 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (12 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

4. School Budget

Use the following questions to exam your school's budget. Make sure your paper addresses all the criteria outlined in four questions.

1. Collect data on the number of students in your school or a school of your choosing according to these criteria:
 - a. By grade
 - b. Who qualify for free and reduced price lunch.
 - c. Who are English language learners?
 - d. Who receive special education?
2. Get data on the average salaries of personnel in the school district where this school is located. What is the range for salaries for teachers, elementary principals, elementary assistant principals, middle school principals, middle school assistant principals, high school principals and high school assistant principals?

3. What percent of the district budget is for personnel? What percent of the district budget is for central administration?

4. Using the budget you obtained from a school district, look carefully over that document to see if it reflects the six features common to good budgets

- a. Unity
- b. Clarity
- c. Regularity
- d. Balance
- e. Publicity
- f. Operational adequacy

Discuss any additional information you think should be available through the school district's budget.

Your paper should be five pages in length.

While this is not considered a formal research paper, you should strive to use APA style when writing the paper. You can find more information about APA style at the APA's Web site at <http://www.apastyle.org/>.

This assignment is not due in Module 3. This assignment is due no later than 11:59 p.m. on the seventh day of Module 4. The rubric for this assignment can be found on the next page of this document. You will have a title page and reference page.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader important information that goes beyond the obvious or predictable (15 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (12 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

EDAD 5384 Resource Management in Education

5. Teacher Salary

Use the follow questions as the basis to complete this assignment on a comparison of teacher salaries between your district and competing districts. Make sure your assignment addresses all of the criteria outlined in question.

1 Compile a list of districts, or states, with which your district or state competes for teachers, and collect as much of the following data as possible to compare your salary levels to your competitors:

- a. Average teacher salary
- b. Beginning salary with a BA/BS
- c. Beginning salary with an MA/MS
- d. Beginning salary with an MA/MS plus 30 units
- e. Salary at step 5 for a BA/BS, MA/MS, MA/MS plus 30 units

- f. Salary at step 10 for a BA/BS, MA/MS, MS/MS plus 30 units
- g. Salary at step 15 for same as above
- h. Top salary for BA/BS, MA/MS, MA/MS plus 30 units.

2. Discuss pros and cons of having your district or state adopt an incentive bonus program based on improvement in student scores.

You should turn in your assignment in a list format. You will not write a paper, as in past. While this is not considered a formal paper, you should strive to use APA style when it is necessary. You will need a title page and reference page. You can find more information about APA style at the APA's Web site at <http://www.apastyle.org/>.

This assignment is due no later than 11:59 p.m. on the seventh day of Module 4. The rubric for this assignment can be found below.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader important information that goes beyond the obvious or predictable (15 points)	Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable. (12 points)	Paper lacks significant clarity and depth. Important components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

6. Field Budget Activity Report

The information about the project is pages 2 and 11-12 of the syllabus. You will have a title page but a reference page is not necessary. Your report may be a narrative or a combination of narrative with charts and graphs. There is not a presentation. The paper will be due no later than 11:59 p.m. on Sunday of Module 5. The paper will also be posted to TK 20.

Rubric

Tasks	Target	Acceptable	Unacceptable
Content	Paper is well-written, relevant to course content, and provides quality details that give the reader	Paper is well-written and relevant to course content, but provides minimal quality detail	Paper lacks significant clarity and depth. Important

	important information that goes beyond the obvious or predictable (15 points)	beyond the obvious or predictable. (12 points)	components are missing or poorly developed. (9 points)
Mechanics	Follows all assignment directions and has no grammatical errors. (5 points)	Missing minor assignment details and/or has few grammatical errors. (3 points)	Missing major assignment details or contains major grammatical errors. (1 point)

Field Budget Activity Report

This report will be posted to Blackboard for a course grade and part of your final grade.
This report will also be posted on TK 20 to be used as part of our Program Assessment.

CAMPUS DEMOGRAPHICS

1. Total (including personnel salaries) of the most recent annual campus operating budget
2. Percentage and dollars allocated to salaries
3. Number of teachers on this campus and overall pupil/teacher ratio
4. Number of administrators on this campus and overall pupil/administrator ratio
5. Other staff members on this campus
6. Grades served at this campus
7. Total school population
8. Numbers and percentages in ethnic and socioeconomic makeup
9. Special programs housed on campus

INTERVIEWEE

1. Name of person interviewed
2. That person's position
3. Length of service with current district and elsewhere
4. Length of service in present position
5. Other positions previously held
6. Method by which he/she learned about campus budget preparation

BUDGET AUTONOMY

1. Usually campus budgets become part of the district budget that is presented to the School Board of Trustees. Discuss the parts of a campus budget that are controlled by the district and the parts controlled by the district. Example: Does the principal control the salaries of the campus employees or is this controlled the district?
2. Discuss sources of revenue at the campus level—Vending machines, school pictures, fund raiser. Do these funds become part of the campus budget? How are purchases made?

BUDGET DEVELOPMENT

1. Input process for determining goals, apportioning resources, and evaluating use of resources by teachers, parents, community. How are teachers involved?
2. Timeframe for this process
3. Process for compilation of this information and transfer to Central Office Budget
4. How does the state report card (Texas AEIS Report) influence the development of the budget?
5. What committees, if any, are involved in the process of building the budget?
6. Discuss student assessment data to develop the budget.

BUDGET EXPENDITURES

1. Process for transfer of money to a different category than budgeted
2. Process for obtaining more money than budgeted
3. Fate of funds left over at end of fiscal year

RESOURCE ALLOCATION

1. Most recent state accountability rating for this campus
2. Discuss the role the campus state report card plays in the development of the budget. (Texas-AEIS Report)
3. Relationship of resource allocation at the campus level to school goals
4. Relationship of the budget to the Campus Improvement Plan.
5. Discuss how the development of the campus budget is related to the goals of the school.

FUTURE LEARNING

1. What steps do you plan to continue learning about the budget process?

Program Assessment Rubric

Program Assessment Title: Campus Budget Field Project
ELCC 2011 Elements: 1.3, 3.1, 3.2, 4.1, 5.2, 5.5, 6.1

Assessment Area	Target	Acceptable	Unacceptable
Candidate	Project provides specific	Project provides general	Project provides little

demonstrates knowledge and skills to promote continuous and sustainable school improvement ELCC 2011 element: 1.3	evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies	evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies	evidence that candidate has knowledge of 1) how to build a budget, and skills to 2) build organizational capacity for school improvement, and/or 3) implement specific change strategies
Candidate demonstrates knowledge and skills to monitors and evaluates school management and operational systems ELCC 2011 element: 3.1	Project provides specific evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.	Project provides general evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.	Project provides little evidence that candidate has 1) knowledge of marketing and public relations functions and skills to 2) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school, 3) develop school operational policies and procedures, and 4) develop plans to implement and manage long-range plans for the school.
Candidate demonstrates knowledge and skills to manage school operations using human, fiscal, and technological resources ELCC 2011 element: 3.2	Project provides specific evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.	Project provides general evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.	Project provides little evidence that candidate has knowledge of 1) methods and procedures for managing school resources, and skills to 2) align school budget to school's priorities and goals, 3) project long-term resource needs, and 4) use technology to manage school operational systems.
Candidate	Project provides specific	Project provides general	Project provides little

<p>demonstrates knowledge and skills to collaborate with faculty and community members regarding improvements of school's educational environment</p> <p>ELCC 2011 element: 4.1</p>	<p>evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.</p>	<p>evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.</p>	<p>evidence that candidate has knowledge of 1) techniques to collaborate and communicate with community members and skills to 2) collect, analyze, and interpret information pertinent to educating community, and 3) involved community members in the budget process.</p>
<p>Candidate demonstrates knowledge and skills as to how the budget process should model principles of self-awareness, reflective practices, transparency and ethical behavior</p> <p>ELCC 2011 element: 5.2</p>	<p>Project provides specific evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.</p>	<p>Project provides general evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.</p>	<p>Project provides little evidence that candidate has knowledge of 1) the relationship between ethical behavior, school culture, and student achievement, and the skills to 2) ground the budget process in ethical standards and practices, and 3) analyze leadership decisions in terms of ethical practices.</p>
<p>Candidate demonstrates knowledge and skills on how the school budget helps to promote social justice within a school</p>	<p>Project provides specific evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and</p>	<p>Project provides general evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and</p>	<p>Project provides little evidence that candidate has knowledge of 1) the relationship between individual student needs, school culture, and student achievement, and the skills to 2) review and</p>

ELCC 2011 element: 5.5	critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.	critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.	critique school policies, programs and practices and 3) develop resiliency to ensure success for all students regardless of circumstance.
Candidate demonstrates knowledge and skills to be an advocate for school students, families, and caregivers ELCC 2011 element: 6.1	Project provides specific evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school	Project provides general evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school	Project provides little evidence that candidate has knowledge of 1) policies, laws, and regulations by state, local, and federal authorities to affect schools, and the skills to 2) advocate based on an analysis the complex causes of poverty and other disadvantages, and 3) serve as respectful spokesperson within the school

**University of Texas at Arlington
College of Education**



Syllabus **Course Title: EDAD 5330 Leadership in Instructional Settings**
Summer 2017, July 3 – August 6

Instructor: Bradley W. Davis, Ph.D.
Email: bwdavis@uta.edu
Office: 103.A Trimble Hall

Original Course Developer: Ernest Johnson, Ed.D.

Textbook and required materials

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2012). *The basic guide to supervision and instructional leadership, 3rd edition*. Boston, MA: Pearson. ISBN 978-0-13-261373-6.

Tk20 (<https://tk20web.uta.edu/campustoolshighered/start.do>)

Tk20: The College of Education requires all student to purchase Tk20. On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <https://www.uta.edu/coed/academics/tk20>.

Course Description

This course involves an examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate, and leadership styles as they impact school improvement.

Student Learning Outcomes

1. Define the meaning of SuperVision
2. Explain the four basic approaches to supervision
3. Demonstrate understanding and self-evaluation of technical skills for supervision
4. Provide examples of how to effectively accomplish technical tasks of supervision
5. Critically analyze the cultural tasks of SuperVision in light of one's own belief system
6. Demonstrate capabilities to supervise and become an effective instructional leader through professional development, etc.

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For students seeking principal certification, the course is intended to meet the 2011 Standards set by the Educational Leadership Constituent Council for "building-level education leaders."

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Assignment Point Values

Title	Points Possible
Module 1: Assessment of Reading	10
Module 1: Reflection	10
Module 1: Discussion Post and Replies	10
Module 2: Assessment of Reading	10
Module 2: Reflection	10
Module 2: Discussion Post and Replies	10
Module 3: Assessment of Reading	10
Module 3: Reflection	10
Module 3: Discussion Post and Replies	10
Module 4: Assessment of Reading	10
Module 4: Reflection	10
Module 4: Discussion Post and Replies	10
Module 5: Assessment of Reading	10
Module 5: Case Study Assignment Must be submitted to Blackboard <u>AND</u> Tk20	60
Module 5: Discussion Post and Replies	10
TOTAL	200

Grading scale:

180 and above	A
160-179	B
140-159	C
139 and below	D-F

Course Policies

Timeliness

You must complete all readings, assignments, and discussion postings/replies by the due dates. Failure to do so will result in a reduction for each day that it is late. All due dates for the readings, assignments and discussion postings/replies are listed in the course schedule.

Engagement

Students' primary form of course engagement will be online discussion. Substantive discussion contributions are of the utmost important. Greater details on discussion expectation are shared later on in the syllabus.

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Technology

You are responsible for your technology/Internet working to ensure work is completed by deadlines. When encountering technology issues, be resourceful (go to a friend/family/neighbor/workplace to borrow/access a computer/Wi-Fi/etc.).

Course Schedule (please note: Some module information continues through page breaks)

Each module corresponds with a week in the class (module 1 for week 1, module 2 for week 2, etc.). With the exception of module 5, each module consists of assigned reading, an assessment (brief quiz) relating to the assigned reading, a written reflection, and discussion posts.

Module 1 – Introduction and Knowledge	
Read chapters 1-5	11:59 PM CT, Sunday, July 9
Assessment of reading	11:59 PM CT, Sunday, July 9
Reflection	11:59 PM CT, Sunday, July 9
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 9
Module 2 – Interpersonal Skills	
Read chapters 6-11	11:59 PM CT, Sunday, July 16
Assessment of reading	11:59 PM CT, Sunday, July 16
Reflection	11:59 PM CT, Sunday, July 16
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 16
Module 3 – Technical Skills	
Read chapters 12-14	11:59 PM CT, Sunday, July 23
Assessment of reading	11:59 PM CT, Sunday, July 23
Reflection	11:59 PM CT, Sunday, July 23
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 23
Module 4 – Technical Tasks of SuperVision	
Read chapters 15-19	11:59 PM CT, Sunday, July 30
Assessment of reading	11:59 PM CT, Sunday, July 30
Reflection	11:59 PM CT, Sunday, July 30
Discussion Board Post and Replies	11:59 PM CT, Sunday, July 30
Module 5 – Cultural Tasks of SuperVision	

Read chapters 20-22	11:59 PM CT, Sunday, August 6
Assessment of reading	11:59 PM CT, Sunday, August 6
Case Study Assignment Must be submitted to Blackboard <u>AND</u> Tk20	11:59 PM CT, Sunday, August 6
Discussion Board Post and Replies	11:59 PM CT, Sunday, August 6

Explanation of Assessments of Reading:

For all modules, there is assigned reading from the textbook. You will then take a test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with the concepts covered by the textbook. Having an understanding of these concepts will be essential to a) crafting quality reflections, and b) developing your personal theory of leadership.

Explanation of Reflections:

Students will be responsible for writing a reflection in each of the first four modules. While the material we cover in class should be incorporated, *reflections do not serve as summaries of the required readings*. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of *praxis*

Some elements to consider including in your reflections:

- Discuss ways the course material is influencing your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Outline your general impressions of the readings
- Discuss ways in which the readings relate to your personal and professional experiences, both past and present
- Consider tying back to class discussions where appropriate

Students should use the reflection template provided on Blackboard. Reflections should be comprised of roughly two pages of original writing (this obviously does not include the title and reference pages). Reflections will be graded on a scale from 1 to 10 using the following rubric:

Criteria	Overall reflection score		
	Unacceptable, 0-3	Acceptable, 4-7	Exemplary, 8-10
Elements	<ul style="list-style-type: none"> • 1 or 3+ pages in length • Does not adhere to template 	<ul style="list-style-type: none"> • ~2 pages in length • Some adherence to template 	<ul style="list-style-type: none"> • ~2 pages in length • Closely adherence to template
Quality of Writing	<ul style="list-style-type: none"> • Reflection is not engaging • Inappropriate formatting and/or poor grammar (e.g. run-on sentences, no paragraphs, misspelled words, etc.) • Thoughts and ideas are not coherent 	<ul style="list-style-type: none"> • Reflection is somewhat engaging • Some mistakes in formatting and grammar • Some thoughts and ideas expressed are not entirely clear 	<ul style="list-style-type: none"> • Reflection is engaging and thoughtfully crafted • Appropriate formatting and proper grammar throughout • All thoughts and ideas are expressed clearly and coherently
Content	<ul style="list-style-type: none"> • Reflection does not tie back to core concepts of required readings • Little to no evidence the readings were completed 	<ul style="list-style-type: none"> • Too much summarization of readings (greater than half of writing) • Reflection ties back to some core concepts of readings • Reflection loosely ties to thinking, experience, or research interests • Some evidence readings were completed 	<ul style="list-style-type: none"> • Minimal summarization of readings (this is a good thing) • Reflection ties back to core concepts of readings • Reflection makes strong connections to thinking, experience, leadership, or research interests • Clear evidence readings were completed

Reflections will be graded based on the combined quality of their elements, content, and quality of writing. Reflections that earn a full score of 10 out of 10 will fully satisfy the criteria of the right-most column.

Explanation of Discussion:

The discussion board is an integral part of the course. Unless otherwise noted, the expectation for discussion is that during each module, you will individually respond to the original prompt. In addition, you must also respond to the posts of two classmates. **At the end of each module, you will have posted at least 3 times.** Please ensure that your posts are substantive (a sentence or two is not enough). The instructor works closely with the Instructional Associates (IAs) in pursuit of uniformity in grading. The following general rubric will be used to score discussion.

	Overall reflection score		
	Unacceptable, 0-3	Acceptable, 4-7	Exemplary, 8-10
Criteria/Elements	<ul style="list-style-type: none"> • Responses indicate candidate put little effort into the discussion. • Responses to prompts were very short with no elaboration. • Did not respond to at least two other students' replies. 	<ul style="list-style-type: none"> • Responses indicate candidate put some thought and effort into discussion. • Responded to at least two other students' replies but only acknowledged statements without additional comments or thoughts. 	<ul style="list-style-type: none"> • Responses indicate candidate put considerable thought and effort into discussion. • Responses to at least two other prompts were insightful, thought provoking, engaging, inquisitive.

Case Study Assignment: (Due end of module/week 5)

Assessment 3: School Instructional Improvement Case Study
ELCC Elements: 1.1, 1.2, 2.2, 2.3, 2.4, 4.2, and 5.3

In EDAD 5330, Leadership in the Instructional Setting, you are learning about becoming the instructional leader of your school through a set of guided modules. Your assignment is to conduct a case study of your school that demonstrates your understanding and ability to successfully lead a school effectively in the following areas: 1) Description of your school, 2) Foundational principles, 3) Curriculum, Instruction, and Assessment, 4) Supervision, 5) Professional Development, 6) Cultural Context, and 7) Organizational Management.

Effective building leaders have and can articulate foundational principles that undergird its actions. These principles can be mottos, themes, slogans, policies, or guiding actions that can vary from school to school but serves to focus the behavior of all individuals and guide their action to develop and sustain a positive culture. *You should discuss ways in which your school's vision of learning was developed and communicated.* ELCC 1.1

Effective building leaders must know their school and be able to articulate it to others. Name, history, location, demographics, past successes, major renovations, population trends, etc. can be used to describe the school so that anyone could quickly understand its context. This should include an indication that the leader has data and thus knows details about the school and its standing. *Describe a particular school and its context identifying factors that could affect student achievement and how this factors into school vision/goals.* ELCC 1.2

Effective building leaders know and can articulate the vision and purpose for the curriculum, the instruction, and the assessment for the school. They should be able to provide examples that indicate the curriculum is aligned and rigorous and that successful instruction is the key component to successful assessment. *Explain what is taught and*

tested in your school and what measures are taken to align the curriculum. ELCC 2.2

Effective building leaders know and can articulate the importance of how the supervision of instruction is the key for learning to be maximize. Effective building leaders have a plan for developing the instructional and leadership capacity of their teachers and staff utilizing different supervision styles when necessary. This includes strategies for documenting and providing effective feedback for those at all levels of job performance. *Explain how you have experienced supervision and your understanding of different styles of leadership. ELCC 2.3*

Effective building leaders monitor instructional practices and know and can articulate the importance of professional development as a strategic means of improving instructional performance and developing leadership capacity. A variety of professional development methods should be used so that the needs of all individual students are being addressed. *Explain your experiences with professional development and your understanding of different models for professional development and your ability to design and deliver effective professional development, such as how to use technology to improve student learning. ELCC 2.4*

Effective building leaders know and can articulate how to manage its resources so that the focus of resources is directed to instruction and learning. *Explain how building level leaders acquire and utilize resources to improve student learning. ELCC 4.2*

Effective building leaders know and can articulate how schools should function within a cultural context. The purpose of school should be more than passing a test or graduating. Effective building leaders know and can articulate the importance of school as a safeguard to the values of democracy, equity, and diversity. *Explain the purpose of schools in our society and what your school does specifically to promote democratic values, equity, and diversity issues and how this improves student learning. ELCC 5.3*

The final product can be a PowerPoint you would want to use in an interview or as a presentation you want to make in your school. **However, it must include a written narrative explanation.** The final product could also just be a written narrative, journal-type paper.

Scoring Guide

Assessment 3: School Instructional Improvement Case Study			
ELCC Standard Elements: 1.1, 1.2, 2.2, 2.3, 2.4, 4.2 and 5.3			
Assessment Tasks	Target 7 points	Acceptable 3 points	Unacceptable 0 points
Evaluate how your school's vision of learning was developed, shared, communicated, and implemented	Response addressed the candidate's substantial ability to design and support a collaborative process for developing and implementing a school	Response adequately addressed the candidate's ability to design and support a collaborative process for developing and implementing a school	Response did not adequately address the candidate's ability to design and support a collaborative process for developing and implementing a school vision; develop a

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and develop an action plan for improving the process. ELCC 1.1	vision; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.	vision; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.	comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements.
Describe a particular school and its context including physical, historical, demographic, socioeconomic, etc. information that could affect student achievement and how such information is used in determining school goals. ELCC 1.2	Response addressed the candidate's substantial ability to develop and use evidence-centered research strategies and strategic planning processes and create school-based strategic and tactical goals.	Response adequately addressed the candidate's ability to develop and use evidence-centered research strategies and strategic planning processes and create school-based strategic and tactical goals	Response did not adequately address the candidate's ability to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; and develop a school improvement plan that aligns to district improvement plans.
Explain what is taught and tested in your school and how the curriculum is developed, aligned, evaluated and results communicated to all stakeholders. ELCC 2.2	Response addressed the candidate's substantial ability to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Response adequately addressed the candidate's ability to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Response did not adequately address the candidate's ability to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
Explain how you have experienced supervision and your understanding of	Response addressed the candidate's substantial ability to work collaboratively with school staff to	Response adequately addressed the candidate's ability to work collaboratively with school staff to	Response did not adequately address the candidate's ability to work collaboratively with school staff to work collaboratively

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different styles of supervision and how supervision is used to improve student learning. ELCC 2.3	improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.	work collaboratively with school staff to improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.	with school staff to improve teaching and learning; and design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.
Explain your experience with professional development and your understanding of different models for professional development and your ability to develop and deliver effective professional development. ELCC 2.4	Response addressed the candidate's substantial ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.	Response adequately addressed the candidate's ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.	Response did not adequately address the candidate's ability to use technologies for improved classroom instruction, student achievement, and continuous school improvement; and monitor instructional practices within the school and provide assistance to teachers.
Explain how to acquire and utilize resources to improve school programs that directly and indirectly improve student learning. ELCC 4.2	Response addressed the candidate's substantial ability to identify and use diverse community resources to improve school programs.	Response adequately addressed the candidate's ability to identify and use diverse community resources to improve school programs.	Response did not adequately address the candidate's ability to identify and use diverse community resources to improve school programs.
Discuss the purpose of schools in our society and what your school does specifically to promote democratic values, equity, and diversity issues and how this improves student learning. ELCC 5.3	Response addressed the candidate's substantial ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response adequately addressed the candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.	Response did not adequately address the candidate's ability to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity.
	Target 11 pts	Acceptable 5 pts	Unacceptable 0 pts
Narrative	Candidate provides a	Candidate provides a	Candidate fails to provide a

	narrative that elaborates on each of the seven sections of the case study. The narrative demonstrates great understanding of the importance and challenges of instructional leadership. Narrative includes value of assignment or why assignment had no value.	narrative that elaborates on each of the seven sections of the case study. The narrative demonstrates some understanding of the importance and challenges of instructional leadership. Narrative does not specify any reason assignment has or does not have value.	narrative that elaborates on each of the seven sections of the case study or the narrative demonstrates no understanding of the importance and challenges of instructional leadership.
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Important University Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
(cont.)*

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.
<http://library.uta.edu/academic-plaza>

Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. The dispositions can be viewed here:

[https://www.uta.edu/coed/downloads/COEd PROFESSIONAL DISPOSITIONS 2016.pdf](https://www.uta.edu/coed/downloads/COEd%20PROFESSIONAL%20DISPOSITIONS%202016.pdf)

Code of Ethics and Standard Practices for Texas Educators

Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

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Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Educational Leadership Constituent Council (ELCC) Building-Level Program Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school

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principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Educational Leadership Constituent Council (ELCC) District-Level Program Standards

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

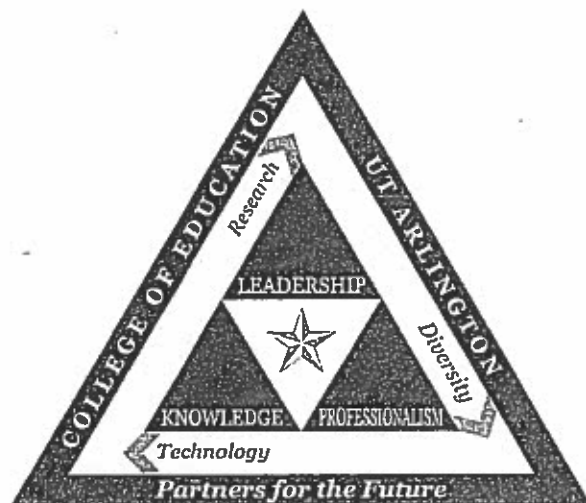
Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social,

economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

**University of Texas at Arlington
College of Education
Conceptual Framework**



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

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The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, **Research**, **Diversity**, and **Technology**, represent themes woven into the core values:

Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

Technology is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

2172-EDAD-5389-541-ADMINISTRATIVE-PRACTICUM--2017-Spring: welcome letters

Ryan McCoy - ryan.mccoy@iconnect-na.com <do-not-reply@blackboard.com>

Fri 2/24/2017 7:44 PM

Class starts Sunday and should be available soon on line. Check back. See welcome letter below.

Welcome from your Instructional Associate

Greetings University of Texas Arlington Academic Partnership Students! Welcome to EDAD 5389 Administrative Practicum. This course begins **Monday, February 27, 2016 and concludes Sunday, April 1, 2016**. I am looking forward to learning more about you and am excited to be part of your learning experience.

Please take a moment to read the information below carefully. I would encourage you to print this information and keep it handy as there are numerous contact numbers within the body of the text you will need to refer to throughout your time with this online course.

Your UTA Blackboard email will be your primary source of email correspondence. Email addresses are not displayed, but the names of the students in each section are displayed. Please understand whatever you have put as your email address when you registered is where the Bb email goes. Please check your email **daily**. If you send me an email, please identify your course number, EDAD 5389. I will reply within 24 hours.

If you are having technical difficulties please contact the student tech help number, which is provided in the body of information below. If you need information regarding Financial Aid, Registration, or Internship, please email/call the UTA system.

Meet your *Instructional Associate*!

My name is Dr. Ryan McCoy and I'm your *Instructional Associate*. I will be your main point of contact throughout the duration of this course. I look forward to working with you during this course and hope to be of assistance in every way possible.

Name	Dr. Ryan McCoy
Email Address	Ryan.mccoy@iconnect-na.com
Office Hours	Monday, 6:00 PM – 8:00 PM CST

Meet your University Professor

Instructor: Dr. Ray

Getting Started:**Login Instructions for Blackboard (Bb)**

1. Use your internet browser and go to: <https://elearn.uta.edu>
2. Enter your Net ID and password provided to you by UTA. This is the same login ID and password that you use to access your MyMav email.
3. Upon login, you should see the courses listed in which you are enrolled.
4. If you need navigational assistance check out: <http://www.uta.edu/blackboard/students/gettingstarted.html>
<http://www.uta.edu/blackboard/students/gettingstarted.html>

Technical Assistance for Blackboard (Bb)

If you need technical assistance to help you get into your classes on Blackboard (Bb), please use the contact information listed below:

Course Access Issues: support@distance.uta.edu <<mailto:support@distance.uta.edu>> Phone: 817-272-5727

Net ID Issues: helpdesk@uta.edu <<mailto:helpdesk@uta.edu>> Phone: 817-272-2208 (they can also assist with course access issues)

Blackboard Student Resources: <http://www.uta.edu/blackboard/students/index.html> <<http://www.uta.edu/blackboard/students/index.html>>

Beginning your Course:

The course is now available. We will be using Bb (elearn.uta.edu). If you anticipate technical difficulties or have not been in Bb before, you may want to browse the system and look at the resources available to you. When you go to the Bb site, you will see the list of courses. When you click on our course, look for "Start Here" on the left menu bar. That is where you will find the syllabus and general information you will need to get started.

For a 3-semester hour course, plan to spend 7-9 hours a week doing your readings, lectures, participating in discussion boards, and accessing the library. You will notice that none of this time includes preparing your assignments, submitting them or increasing your own computer and technology skills. That is additional time each week. It is recommended that you develop a personal study schedule for completing each week's course requirements. This will assist you with balancing your studies with other responsibilities.

Required Text:

There may be several Books and Articles assigned to the class; please read the syllabus for those resources/materials.

Microsoft Office

The course assignments and directions were written to accommodate Microsoft Office. Microsoft Works, Word Perfect and Google Docs are not compatible software programs with the courseware. You can purchase a copy of Microsoft Office at the UTA technology store.

